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ABSTRACT

This program guide, designed to be used in prekindergarten programs, was developed by the Jefferson County Public Schools in Lakewood, Colorado. The guide is organized into three major sections. The first section presents the philosophy of early childhood education on which the guide is based, a summary of the characteristics of young children at specific ages, and a description of the classroom environment. Section two gives specific performance objectives, sample activities, sample performance indicators, and suggested resources for five developmental areas: (1) personal-social, (2) aesthetic, (3) motor, (4) language, and (5) cognitive. Included in section three are a bibliography and appendices containing a guide for printing upper and lower case letters, several poems for use as finger plays, and examples of how to use the taxonomy of educational objectives for the cognitive domain. (JMB)

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DEVELOPMENTAL GUIDE

FOR

EARLY CHILDHOOD EDUCATION

FIRST LEVEL

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Early Childhood Education

JEFFERSON COUNTY PUBLIC SCHOOLS

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Lakewood, Colorado
80215

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Patricia Melancon	Janet Walker
Linda Noblett	

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Mrs. Donald A. Blakley	Green Mountain Area
Mrs. Rod Ehlers	Arvada Area
Mrs. Gary D. Funk	South Alameda Area
Mrs. Edward Routzon	South Alameda Area
Mrs. M. D. McGilberry	Arvada Area
Mr. Riley Scott, Principal	
Wilmet School	

PHILOSOPHY

EARLY CHILDHOOD EDUCATION

The purpose of the Jefferson County School District Early Childhood Education program shall be to provide an opportunity for active involvement of both children and parents in a continual process of education based on the pooled experience and knowledge of the school and the family.

When a child enters school, both he and his parents are beginning a far-reaching experience. For his parents, it is a time filled with hopes and anxieties which create an intense interest in the school. This period is a time for building sound relationships between home and school. Once this relationship is established, it provides a basis for communication and cooperation throughout his school years. Parent participation is requested both in the prekindergarten classes and the discussion groups.

The prekindergarten level plays a unique and important role in the total development of the child. This experience helps him to direct his energies toward awareness of the world around him and also aids in developing feelings of self worth and adequacy which will influence every area of his life.

The parent education and prekindergarten programs are coordinated so that members of each group benefit from the other. Emphasis is placed upon recognition of the individual, his likenesses, his differences, and his individual learning patterns. An environment of learning is created for children and parents that stimulates thinking and expression, exploration and curiosity, so that educationally profitable experiences can take place. A flexible program must be provided that meets the identified needs of individual members of each group.

PHILOSOPHY

EARLY CHILDHOOD EDUCATION

To fulfill this philosophy, the programs should provide opportunities for the parents to:

- a. Become aware of their long-term responsibility as the prime educators and counselors of their children.
- b. Acquire further knowledge and understanding of child growth and development patterns which will help them to accept and anticipate the different stages.
- c. Observe and participate in the prekindergarten so that the basic concepts of child growth and development might be understood better and that deeper insights into human behavior be achieved.
- d. Progress more comfortably in their relationships with their children and to accept and enjoy them as they are, as well as to encourage their individualities and to share in their interests.
- e. Gain in the knowledge of where to go for help and what services are available in the community.

To fulfill this philosophy, the programs should provide for the child:

- a. Opportunity for physical, intellectual, social, and emotional growth to the extent of his capabilities with a feeling of success at his own rate of development.
- b. A secure environment so that the child is encouraged to try new experiences.
- c. Many and varied experiences for learning and accomplishing developmental tasks.
- d. Warm adult guidance and consistent support of both individual and group needs.
- e. Freedom, opportunity and encouragement toward developing responsibility, self-control and independence.

AGE CHARACTERISTICS OF YOUNG CHILDREN

These characteristics highlight some of the general patterns of development in young children. Because changes occur very rapidly in these years, the pattern or sequence in children's development tends to be of more importance than the age at which certain characteristics appear.

BETWEEN THREE AND FOUR YEARS

Physical

Becoming more skillful in managing his body; smoother movements in walking, running and climbing.

Enjoys physical activity for its own sake although after a particular skill has been mastered he may incorporate it in other types of play.

Explores world by doing rather than listening; wants to touch, move, taste and smell.

Gaining in ability to manipulate smaller objects and perform finer motor skills; can pour from pitcher, unbutton clothes, string beads, etc., but not always without difficulties.

Enjoys first the physical aspects of using materials, for example, enjoys moving blocks without building anything in particular, or using long strokes or repetitive strokes in painting rather than making a picture. Can take care of routines, such as toileting and washing but often needs time to accomplish these tasks.

Emotional

Egocentric; own needs and wants are of greater importance than those of others.

Some evidence that he can control some of the strong feelings that are encountered in growing up; he can begin to use substitutes for expressing feelings (to scream, "stop it" at another child rather than striking out at the child).

Fears may change during this period with a tendency for concrete fears to decrease and intangible fears (imaginary) to increase.

Needs adults to comfort and support even in situations where child has the skill or knowledge to do it alone.

Is learning to accept some rules and can more easily conform to them.

Beginning to understand simple reasons for events or explanations which are within his ability to comprehend.

Social

Parallel play (play alone but near others) may still be apparent but now periods of cooperative play can be seen.

Cooperative play frequently occurs in small groups (2 or 3 children) and may rapidly change from cooperative to parallel and back to cooperative play again in the same situation.

Beginning to accept taking turns and waiting, with special friends, sharing may also be common.

Intellectual

Curious; wants to find out about everything.

Language has developed rapidly; child is starting expression of his own ideas as well as his wants; word play begins.

Unable to evaluate own behavior; cannot stand off and view self from another point of view.

Intellectual

Uses fantasy and dramatic play to pull together and give meaning to people and events around him. Thinking and speech reflect egocentrism. Can learn to identify colors, can often count to five or more, (though concepts of numbers may not be understood beyond 2 or 3).

General Comments

This period is one of rapid change for many children; learning new skills, achieving new levels of independence, gaining in ability to control and direct feelings. This is also a period when children are more cooperative and conforming, when they are wanting to do what adults want them to do. Because of the above points, adults need to be alert to the needs and feelings which children are experiencing. Adults need to be aware that at this age, children cannot often keep up with their own pace. For example, they may strive to do things for themselves but when things build up, children may also need to be allowed to become very dependent for awhile. Interest span is often of concern to adults at this age. Children's attention spans may be short in certain types of situations, such as in adult directed activities where children must adjust their behavior to the adults' expectations. Often when children have opportunities to choose their own activities from appropriate types of materials, their attention span can be very long.

BETWEEN FOUR AND FIVE YEARS

Physical

Uses basic motor skills such as walking, running, jumping as a part of other play; is still active but with greater purpose, and less for sake of activity alone. Has acquired new skills, such as skipping, hopping on one foot. Continues to explore things by doing, by being actively involved. Finer coordination shows much improvement; cutting can be done with relative ease, small beads, pegs are easily controlled. Can dress as well as undress self except for shoes and difficult fasteners. Routines can be completed by children; often done very quickly as child hurries off to something else. May be a daredevil and take many risks.

Emotional

Has become a more social being but own needs and wants are still apt to take precedence. Is better able to substitute verbal threats and statements for direct physical acts in conflict situations. Verbal statements will often be of the type not desired by adults, for example, "Get out you stinker", comes long before, "Would you please go?" Shows greater awareness of rules; often demands others follow the rules and states them for others while at the same time, he may not follow them. Behavior is not as impulsive which also means feelings may not dissolve as rapidly as before; children can be easily distracted. Is beginning to find some types of support in peers; no longer as dependent upon adults for approval and recognition.

Social

Cooperative play increases. In general, the number of children playing together may still remain small, but they are better able to add others to the play without destroying the play. Dramatic play flourishes; themes and ideas become more extensive and more "true to life"; children as they play, plan together the direction and ideas to be used. Taking turns and sharing are often child initiated; children begin to show feelings of sympathy, and empathy toward others, especially friends.

Intellectual

Language has continued to grow; now children can deal more effectively with ideas through language and can begin to explore and to grasp some abstract concepts. Word-play continues. Too many adults dismay, as children learn the meanings and the impact of words; for example, "hoopy-poopy" is not only fun to say but it also brings many adults to full attention. The "why" and "what is it" are of great importance to this age; answers are frequently not sufficient as the child struggles to put together new bits of information. Concepts are growing; for example, time in broad segments (season, days of the week, and events during the day) have greater meaning.

General Comments

The four year old child has been described as the sports car model of what he was at three (fast, smooth, showy and more gadgets). He needs more room and more freedom to test out his new skills and capacities. He also needs adults who will let him try, but support and encourage him through the process.

BETWEEN FIVE AND SIX YEARS

Physical

Still has need for opportunities for physical activity; is not as reckless as the four year old, but may seem so to the adult because he still uses his skills to their fullest (for example, he can race around the corner on trike at high speed, but is in full control).

Growth slows as compared to earlier period.

Handedness is usually established.

Dressing and undressing are more easily performed; attempts shoes and shoelaces.

Emotional

Is being more stable; better able to identify what he can and cannot do.

Self-criticism is beginning to be evident; this age brings more cooperation and an eagerness to please. Gains support from adults and from peers, who are becoming more important in the child's life.

Realism is more a part of life; in play and in other activities he structures toward the useful and realistic.

Social

Friends and being with others and liked by others take on more importance; doing things together.

Group play reveals much detailed information about the places and events around them and can sustain interest for long periods; groups function best with six or less children.

Sense of property rights is fairly well developed; he feels strongly about the rights of his friends; disputes can usually be worked out by the children.

Intellectual

Language is clearer and used more in an adult manner; can tell meaningful stories (without getting lost in the middle) with a definite idea or plot.

Eager to learn; to explore new areas and ideas.

Wants to master those things which he has explored earlier; for example, numbers and their symbols, letters and writing one's name, calendars, clocks and time, etc. (Not that he can master any of these concepts fully at this age, but that he is often eager to go the next step.)

General Comments

The stability, eagerness and the cooperative nature of the five year old needs to be carefully weighed by adults. His desire to do well and please, will carry him beyond his limits to try to achieve adult expectations even when these expectations are too high. Unlike the four year old, he may not resist or refuse.

All of this cooperation should not distract from the fact that five years is still early childhood and needs for support, encouragement and praise are essential.

University of Wisconsin
Preschool Laboratory

THE CLASSROOM ENVIRONMENT

A distinction should be made between areas and centers, both of which are important parts of the Early Childhood Education classrooms.

Areas are permanent parts of the classroom which may be rearranged as the teacher desires and room permits.

Centers denotes flexible areas within the classroom which have a high interest level. They change frequently to correlate with units of work, provide additional reinforcement of a skill, or create interest in a topic that is unrelated to a unit under study.

Interest centers or learning centers need not encompass large areas. They may be places on shelves, small tables, window ledges, the floors, or attached to walls.

Children must be taught to use the centers to make them most effective. Centers not only help provide for the individual differences within a class, but they make the classrooms or areas more inviting, exciting places to be.

EARLY CHILDHOOD EDUCATION AREAS

The physical environment of the classroom plays an extremely important role in the small child's school experience. Not all of the rooms may be designed for children of this age. There may be no ideal corner for stacking blocks, no light paint to brighten the room, etc. However, with ingenuity and creativity many of these obstacles may be overcome.

Since young children have many needs, it is wise to divide the room into several areas such as a gathering place for a group, an area for marching, skipping, dancing and other mobile activities, and areas for working. The teacher should be attentive to expanding one area and limiting another to meet the needs of her particular group of children. It is also very practical to separate the noisy and quiet areas, as well as the individual and group areas.

The equipment of the room should be such that the children can use it without being unduly inhibited. There should be enough supplies such as wastebaskets, brooms, dustpans, dust clothes, sponges, easily available, so that children develop the responsibility of caring for their room.

Children should have access to an abundance of materials. Materials that are used every day such as paper, crayons, paste, scissors, should be within easy reach in low cupboards or shelves. Paints, tagboard, and cloth may be kept on higher shelves.

The Rug or Circle Area

The children gather in the rug or circle area for such things as greetings, discussions, stories, directions, music. If the room is equipped with a piano it should be located nearby. The children sit on the floor or rug. The teacher should have a low chair or may sit on the floor so that all children are within her view.

The Worktables

The worktables and chairs are best placed conveniently near the supplies and the chalkboard. The tables should be low enough for the children to work comfortably. Many forms of arrangements should be considered such as a semicircle, a horse-shoe shape, or two tables together. Informal arrangements are preferred. Some rooms lend themselves to rearrangements periodically.

The Library Area

The natural location for the library is close to the rug, away from traffic and noisy activities. Here children can look at books in a quiet, comfortable, informal atmosphere. A few pillows or an old rocking chair tucked away in a corner add to the informality.

A low bookcase with open shelves to store the books and some books on the shelves in display fashion are inviting to many children.

The number of books on the library shelves at the beginning of the year should be minimal--perhaps no more than fifteen or twenty. As the year goes on and children's interests develop, many books should be added and titles changed frequently, although some of the books may remain on the shelves for most of the school year.

The Block Area

The block area should be given as much space as possible. Large blocks are best kept in a separate pile and stacked quite low. Smaller blocks should be stored on low shelves for easy access. At the beginning of the year it is helpful if the small blocks are divided in half in their arrangements on the shelves. This provides easy access to the same kinds of blocks at the same time. Permitting the children to build on the floor keeps the block building from becoming too noisy. Here children may create fire engines, airplanes, houses, roads and many other things.

The Housekeeping Area

This may be a "small room" within a room. It can be set apart from the rest of the room by placing it in a corner or by arranging the furniture in a manner to create the impression of privacy. This furniture usually consists of a refrigerator, a stove, a table and chairs, doll bed, and storage for doll and dress-up clothes.

In the play corner children work out their ideas of self-identity, family relationships and their views of the world.

The Woodworking Area

A woodworking area, while very appealing to boys, can also be an important area in the classroom where all children can pound out some of their emotional tensions and improve their muscular coordination.

It is important that this area have specific physical boundaries such as a corner. The area should be large enough for a few children and the bulky, space-consuming equipment and materials. A sawhorse with a vise for sawing is necessary. Hammering should be done on the floor.

Activities in the area should be quite unstructured, so that children make their own creations. Children must be taught, however, to handle and use the materials and equipment. Fathers, a custodian, or the principal might be invited to the kindergarten to demonstrate the use of some of the equipment.

Many fathers will contribute materials and tools if they know your needs. A "want list" which includes the following materials might be sent home.

1/2 x 3/4 " soft lumber such as sugar pine
#4-6 box nails which are easy to drive
#6-7 round-headed screws
Light-weight tools such as hammers, small hand drills, twist drills, small saws
such as coping saws or dovetail saws, screwdrivers, squares, etc.

Donated materials which do not meet these specifications should be accepted with discretion or returned to the home.

Supervision of the area by an aide or the teacher is important.

The Science Area

The science area should be located away from the traffic pattern, preferably near the library area where pictures can be compared with reality. Cages with hamsters, guinea pigs, rabbits, gerbils, cocoons, and snakes, bowls with fish, turtles, chameleons, etc., should be put in the area. Children should have opportunities to observe and, on occasion, handle the animals. They should be responsible for cleaning and feeding them.

Plants are an important part of science learnings also. Most house plants are easy to keep. Geraniums may be started by leaving slips of the plant in water. A sweet potato vine may be started by placing a sprouted potato in a jar partly filled with water, or an avocado tree by balancing a seed so that it is half submerged in water. Mothers will frequently donate plants or cuttings if the teacher or children request them.

The Paint Area

A paint easel or table should be available to students at all times to encourage creativity and improve large muscle control. It is advisable to place the painting area near the sink to simplify mixing paints, washing brushes, cleaning the easels or tables, washing hands and wiping up spills. A sheet of plastic or newspaper beneath an easel permits easier clean-up. A place where children can hang completed paintings should be accessible.

You may wish to start with only one or two colors. Mix paint thicker for easel painting to avoid drips. A holder for the paint containers avoids spills.

A variety of brushes--both wide and narrow--should be available. Teach the children to handle a brush properly, to wipe the brushes on the edge of the can, and to wash brushes.

Paint shirts made from cloth rectangles with a head hole in the middle or old shirts worn backwards to protect the children.

The children will tend to cover the whole paper at first. Later you may wish to direct the lesson. Consider vegetable and sponge painting in addition to brush painting.

EARLY CHILDHOOD EDUCATION CENTERS

Coloring Center

This center can be varied during the year by using crayons, chalk, or felt tip pens in addition to crayons. The children may color on large drawing paper, cardboard, newspapers, construction paper, wood cloth, or even rocks. Felt tip pens and chalk are messy and paint shirts are advisable. This center is

usually a free choice center but, at times, you may wish to direct its use for drawing a picture that tells a story (the teacher or aide should write the child's story on the picture), drawing a seasonal or holiday picture, etc.

Finger Painting Center

Commercial finger paint and commercial paper works well, but you can use wet butcher paper and your own paint. Show the children how to use their fingers, fist, fingernail, palm, elbows, or even nose, to make different types of designs.

The children can also finger paint on cookie sheets. When the designs are completed, they can be transferred to paper by pressing the paper over the cookie sheet and gently pulling the paper off.

Cut and Paste Center

The cut and paste center can be used for specific art activities, as well as for free, creative activities. A multitude of materials should be in this center--paper, scraps, buttons, different types of macaroni, material, wood, rocks, tissues, cardboard rolls, lids, string, yarn, sacks, cardboard, popsicle sticks, boxes, plastic meat trays, styrofoam, etc. Elmer's Glue works best to adhere heavier items.

Provision should be made at the center for wiping fingers. A wet paper towel or sponge and half sheets of dry paper towels are useful.

Filmstrip Center

A filmstrip projector or viewer placed in a relatively dark corner will work well for this center. A table turned on its side, the bottom covered with black paper, makes a great "theater".

Teach the children to use the projector correctly.

Listening Center

A tape recorder or record player equipped with a jack and headphones are all that is needed for an effective listening center. The listening center is another of the small group techniques you can use to diversify and individualize student activity in the class.

The possibilities for uses at a listening center are endless. Commercial tapes, tapes from the Instructional Materials Center, or teacher-, aide-, or mother-made tapes are excellent. Teacher-made tapes are probably the best kind because you can develop the tape just for your youngsters, tie it in with their maturity levels, and apply it to something you are doing in the classroom.

Establish standards for the use of the listening center--who is to operate the tape recorder or record player, where to place papers when lessons which require their use are finished, etc.

Measuring Center

A variety of containers (measuring spoons, cups, plastic bottles, cans, etc.), some sand and water. and a large container such as a child's swimming pool are the major components of a measuring center. (A child's swimming pool is available most of the year in the school science supply, except when it is being used by the fourth grades for the crayfish science unit.)

Ask the children questions such as, "How many of these (cups) will fill this (bowl)? The questions may be charted in picture form.

Weighing Center

All types of scales (bathroom, balance, and/or spring scales) can be used at the weighing center, many of which may be available with school science supplies. Numerous items for weighing such as nuts, bolts, blocks, books, golf tees, toys, shoes or items the children bring, should be available. Leave the children to discover on their own.

Magazine Center

Place old magazines, scissors, paper, and paste at the magazine center. The activity may be free choice or directed, such as, "Cut out pictures of things which are red, pictures of things with a circle shape or things which have the same beginning sound as in baby". Adults could label the pictures for the children.

Needlework Center

Muscular coordination can be improved and creativity encouraged at a needlework center. Scrap materials, burlap, large needles, thread, yarn, simple weaving looms, lacing cards, etc. should be available in the center. Send a note home to the mothers asking for scraps they may have.

Manipulative Center

Clay, Lego blocks, Lincoln logs, puzzles, beads, etc. should be provided at the manipulative center to help children improve muscle coordination and develop creativity.

You may want to provide a separate clay area equipped with newspapers, sheets from old wallpaper books, cardboard, oilcloth, masonite, or other suitable materials for protecting and defining the clay work area. Objects for clay impressions or cut-outs such as old cookie cutters, jar lids, tongue depressors, or other objects might be provided. Clay can be stored in coffee cans to keep it fresh.

Dress-Up Center

Hooks, a chest or other container for clothes, and a full-length mirror add a great deal to the dress-up center. Ask parents to send dresses, shoes, hats, (men's, women's work hats such as those which belong to policemen, firemen, nurse, etc.), jewelry, scarves, ties, jackets, etc. Don't neglect the boys' needs.

Puppet Center

Puppet theaters can be made from numerous objects such as old television cabinets, a table turned on its side, large boxes obtained from the Public Service Company, etc. Paint and decorate the puppet theater as simply or as elaborately as you like. You may wish to make a curtain for the stage to hide the children's faces.

The children can make their own puppets or may bring them from home. Use sturdy puppets at the beginning of the year.

Stress the kinds of behavior appropriate for the audience and actors.

NOTE TO PERSONNEL USING THE LEVEL ONE GUIDE

This guide is divided into five developmental areas:

Personal-Social, Aesthetic, Motor, Language, and Cognitive

A number of performance objectives are identified in each developmental area.

A two-level evaluation is included with each performance objective. These levels indicate two separate expectations along the continuum of a child's development.

The first level should be attained by most children by the end of their first year in the prekindergarten program if they entered at age three. Both levels should be attained by most children before entering kindergarten.

PERSONAL-SOCIAL DEVELOPMENT

GENERAL SUGGESTIONS FOR HELPING CHILDREN TO FEEL POSITIVE ABOUT THEMSELVES:

Fortunately there is no necessity to place a child exactly on a scale in order to help him in feeling positive about himself. Because it is such a very basic area it is probably simplest to assume that all children need to be helped to feel more adequate and that the children who need it the most will show this with time.

Such a hypothesis is more economical than it sounds in that the majority of the things which we would do to help a child with his self-concept will also serve other purposes as well. Nothing is more effective in making a child feel adequate than helping him to be adequate. When we teach him to solve a problem on his own, to catch a ball better, to make a new friend on his own or to count objects up to ten, we are adding to his picture of himself as a person who can do things, and do them well. When we praise him for something he has done or give him a hug or tell him we like his new sweater, we are not only strengthening our relationship with him, but we are also helping him to see himself as a likable person.

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
The child can identify his name. SAMPLE PERFORMANCE INDICATORS The child will: -recognize his first and last name in spoken and musical activities. -recognize his name when written in correct manuscript.	The teacher greets each child by name everyday. A singing roll call can be used. The song "Where is Thumbkin?" can be changed to ask for each child by name. The child can supply the "Here I Am" portion either by saying it or by singing it. He may begin by simply raising his hand in response. Another bouncy roll call song is "Hickety Tickety Bumblebee".  Hickety Tickety Bumblebee, Can you sing your name to me? Mary Mary Whenever the child's name is written, it should appear in correct manuscript form as he will be expected to write it. * Name tags encourage the child's feeling of uniqueness. Also they can help the child to recognize his written name. A sturdy name tag is the 2 1/2 " diameter circle tag with metal edging. The name can be written on one side and the group sticker, color, etc., can be placed on the other side.	"School Before Six", pages 103-105 "Experience Games Through Music", pages 12-17, 30-35, 57-58, and 67-68 * See Appendix I Tags can be purchased at stationery stores @ \$1.00 per hundred.

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
The child can identify certain parts of the body.	The child should be encouraged to look at himself closely in small and full length mirrors. He should be encouraged to move or touch various parts of his body while observing in the mirror. Two children can use one mirror. One child can tell what parts to touch or move and the other child follows the directions. Hand prints and foot prints made with tempera paint can be used to make murals for the classroom. Each child's foot and hand prints should be labeled. Use various fingerplays which call for movement of specific body parts: head, shoulders, knees, and toes. "If you are happy and you know it, touch your nose...touch your chin." An excellent series of body image activities is found in "Daily Sensorimotor Training Activities", pages 1 - 16	"A Program of Living Experiences for Young Children" pages 40-43 "Daily Sensorimotor Training Activities" pages 1-16 "School Before Six" pages 164-166 and 298 "Experience Games Through Music" pages 14-17 and 119-121

SAMPLE PERFORMANCE INDICATORS

The child will:

- identify by touching as directed, his nose, eyes, ears, mouth, elbows, fingers waist, knees, feet and toes.
- move several body parts as directed. (Examples: bend elbow, blink eyes, open mouth, etc.)

RESOURCES

"School Before Six"
pages 212-216

SAMPLE ACTIVITIES

Tours of the prekindergarten building and explanation of expected routines will help the child feel more comfortable using the facilities, such as the drinking fountain and the bathroom. At first children may need help with toileting and handwashing.

Each child can be helped to locate his own outer garments by having his coat hook identified with a special picture or his written name. The same method can be used with clothespins which clip together gloves, boots, etc.

PERFORMANCE OBJECTIVE

The child can attend to his personal needs.

SAMPLE PERFORMANCE INDICATORS

The child will:

- use the bathroom as needed without direction.
- recognize his own belongings and take care of them.

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
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The child can take off and put on his clothing.	Garments collected from mothers can be used to teach the child how to button and unbutton, zip, use hooks and snaps. Old tennis shoes can be collected (not necessarily in pairs), washed and with new shoe laces added can be used by children in learning to tie. The tennis shoes can be worn by the child over his usual shoes if they are big enough. The white tennis shoes can be decorated with magic markers-possible ideas are; left and right designations, faces, or colorful designs. Picture collages can be made using catalogs or magazines. The children try to find pictures of clothes that button or zip, or pictures of shoes that tie. Dolls to be dressed, such as Dressy Bessy and Dapper Dan, and boards with snaps and buttons would also be helpful.	"Experience Games Through Music" pages 30-35 and 80-81
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SAMPLE PERFORMANCE INDICATORS

- The child will:
- button and unzip his own clothing.
 - zip, and try to tie his shoe laces.

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
	The teacher will observe special relationships developing between children. She can help them identify this special feeling as friendship. "Sarah, you and Joan enjoy playing house together. You and Sarah are friends." "Billy, your friend Tim is playing at the sand table." Friendship is a good topic for role playing. Two children can show each other, and the group, how they think two friends would play together. A game for friendship: One child names two things about a friend of his that he likes. The other children try to guess who the friend is. When a child requests the teacher to come and help another child, the teacher can remark "You are a good friend of David's, aren't you? You want to help him." During the evaluation time children can begin to remark about the fun that they and their friends had that day. The teacher will probably begin this by telling about friendly acts that she has observed.	"School Before Six" pages 95-96 "Experience Games Through Music" pages 63-66

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
The child can react verbally instead of physically to anger and/or frustration. 25 SAMPLE PERFORMANCE INDICATORS The child will: -protect his possessions and/or space verbally. -seek adult help when appropriate.	The teacher can help the child build the necessary verbal tools with which to identify and to handle anger and frustration. She can describe the feelings of the child and define their cause without judging the rightness or wrongness of a situation. "John, you are very angry at Roger because he took some of the blocks that you are using. Roger, you wanted to play with the blocks now. You are angry because John was using all of the blocks." At this point the teacher can help the two boys decide on a way to play with the blocks. Since neither boy has been shamed, belittled, or put on the defensive, their feelings about themselves are okay. Their anger was acknowledged and verbalized for them. They are now free to seek a solution to their problem without emotional hang-ups in their way. If someone had been hurt in the above scene, the teacher would probably emphasize that people are not to be hurt. However, she would not do this until she had identified the situation, as above. This same type of intervention can be used with a child who is feeling frustrated by a difficult task. Sammy has been trying to work a puzzle but without much success. Suddenly his frustration peaks and he throws the whole thing onto the floor. The teacher can walk over and say, "Sammy, you look very frustrated. That puzzle is hard." The teacher then picks up the puzzle and pieces without commenting about finding them on the floor. "Let's see if I can help you, Sammy." The teacher can go on to help the child finish the puzzle, or if she senses that this will increase frustration, she can offer to substitute another puzzle or activity. Sammy is free to choose the kind of help he really wants because the teacher hasn't loaded him with guilt for expressing his feelings, and he is not on the defensive.	"School Before Six" pages 83-86, and 98-102

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
The child can initiate activities for himself. 27 SAMPLE PERFORMANCE INDICATORS The child will: -move from one activity to another on his own. -initiate an activity for himself or a group.	The teacher can encourage children to move freely between activity centers. The children need to know what to expect in a particular center. The teacher may need to bring center materials to group time in order to introduce them, or she may take all of the children to the center. Materials should be changed or expanded frequently to keep interest active. The teacher may need to remind certain children that they haven't been to a particular center recently, and encourage them to go to it. Another child may be asked to take a reticent child to a center and show the child what can be done there. In the evaluation time, the teacher can give positive reinforcement to those children who moved from center to center. (She should not scold or point out those who did not move freely.) The teacher will observe children initiating group play and she can remark in evaluation time that Cheryl thought of a new jumprope game, etc.	"School Before Six" pages 77-78

RESOURCES

"School Before Six"
pages 98-100

SAMPLE ACTIVITIES

The teacher can facilitate putting away by keeping materials where children can easily put them away. If the bins, shelves, containers used have pictures on them that show what materials belong there, putting away is easier.

If materials are not picked up, the teacher can get the child's cooperation more easily by using a factual statement, "A puzzle piece is on the floor, Bobby."

Children can role play picking-up-time. This helps them learn through repetition where to put certain things.

Children can talk about use of the materials. If the teacher allows them to problem solve as a group, they can usually decide why it is better to have materials put away if someone isn't using them. The teacher will use questions that begin "what if...?", how do you feel if...?, where could we...?"

A polite thank you is a good way to give a child positive reinforcement for putting his materials away. "Thank you for putting the food colors away, Richard. You remembered to put them away all by your self. When Sandy was looking for the food colors, they were right on the shelf where they are kept."

PERFORMANCE OBJECTIVE

The child can demonstrate responsibility in taking care of classroom materials.

SAMPLE PERFORMANCE INDICATORS

The child will:

- put materials away when asked.
- put materials away when he has finished using them without being asked.

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
The child can interact with non-family adults. SAMPLE PERFORMANCE INDICATORS The child will: -accept adult-initiated help. -seek adult guidance and/or conversation.	The teacher can tell which children are in need of help, but will not ask for help. She can offer to help the child matter-of-factly, and identify the child's need for him verbally while giving the help. "Susie, you seem to need some help with those buttons. I will be glad to help you." If the child can verbalize, "Help me, teacher", the teacher can complete the sentence for the child while helping him. "I will be glad to help you put on your boot, Jerry." It is important that teachers not ignore a child's attempt to initiate a conversation. Complete attention given for a short period of time will encourage the child to talk with an adult again; he will feel that what he has to say is valuable. Children often find it easier to talk about something personal such as their clothing. Teachers may find it helpful in encouraging children to talk with adults to make a comment about a child's shirt or jacket which will be easily answered. "Do you use those big pockets to keep your hands warm, Robert?" Volunteer helpers such as parents, older students, senior citizens, and visitors from the community give children further opportunities to become acquainted with other adults.	"School Before Six" pages 87-88 and 93-94

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
The child can play with peers. 31 SAMPLE PERFORMANCE INDICATORS The child will: -demonstrate parallel play (plays near other children but not with them). -demonstrate cooperative play (shares play space and materials with other children).	If the prekindergarten is equipped with several of the same toys, the children will be able to engage in parallel play with other children. The teacher can remark that she sees both Betty and Cathy playing with dolls. If the girls are ready, she might encourage them to combine their doll families and play together. Readiness might be indicated if the girls had shared a few words about their dolls. The teacher watches for beginning signs of sharing play. Sharing can be the topic of a problem solving discussion. The teacher shows the children that she has just one of a particular toy and asks their help in deciding how to use it. Some kind of sharing system should emerge. Sharing can be role played. Children who share should be recognized by the teacher with a brief positive remark, "I saw that you shared the watercolors with Robin, Mike. You were able to paint a picture at the same time and do it together".	"School Before Six" pages 95-97 "Experience Games Through Music" pages 63-66 "Learning Through Play" pages 184-185

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
The child can participate in directed group activities. 32 SAMPLE PERFORMANCE INDICATORS The child will: - often remember to take turns. - attend to group activity (is not distracted by or distracting to others).	Taking turns is part of group activity. The teacher can encourage children to take turns by modeling this behavior for them. She can state that she is waiting to take her turn at the drinking fountain, when catching and throwing a ball, or in a discussion. When asking a child to wait, the teacher can ask that the child wait until it is his turn to do the activity, pointing out that everyone will have a chance to participate. The children will be more clear about taking turns if the teacher names those whose turns are coming up. "Peggy is getting her drink now, next it will be Theresa's turn to get a drink. After Theresa, Jennifer and Donna will be next to have a turn to get a drink." The teacher will need to keep continuing eye contact and a reassuring smile going out to the group during group time. Each child needs to feel acknowledged and secure within the group. The teacher will also use verbal positive reinforcement to encourage participation in the group activity. It should be kept in mind that the development of the ability to take turns can be facilitated by providing a variety of activities for small groups and avoiding lines when possible.	"Experiences Games Through Music" pages 63-66

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
The child can demonstrate an ability to accept his responsibility to the group. 33 SAMPLE PERFORMANCE INDICATORS The child will: -usually remember safety rules for self as well as others. -help with clean-up chores voluntarily.	Safety rules are best remembered if the children have some interaction in building them. For example, the teacher can pass around to the children, scissors and hammers and screwdrivers. They can decide together what will be the safest way to handle these tools for the well-being of the group. The same method can be used in regard to other safety rules, such as running in the hall. The children are more likely to remember rules that they have agreed to first. This same method might be applied to help a teacher teach a group of children about soft voices, if this is important to her. Clean-up time can become another problem solving event. The teacher presents the problem e.g., a very untidy room that has to be picked-up. The teacher asks the children for their ideas as to the very best way to get the room in order, listing them on the blackboard. From these ideas will come some idea of everybody helping to get everything put away, though perhaps not in the format the teacher would have chosen. However, if the children are pleased with their solution and it is workable, the teacher is well advised to use it. Safe use of tools and keeping all toys and equipment in appropriate places makes the preschool setting a safer place.	"School Before Six" pages 89-92 and 216-219

MOTOR DEVELOPMENT

Children can discover more about themselves and their world by moving in many exploratory ways. The teacher can help the children gain self-respect and self-understanding by helping them attain age-appropriate skills in this area.

PARTICIPATION IN THE GAMES, LIKE ALL OF THE ROUTINES IN THE PREKINDERGARTEN, IS EXPECTED BUT NOT FORCED.

If a child is poorly coordinated, fearful, or below his age group on a number of motor tasks, he should have some special help in this area. This does not mean that he should be drilled on motor activities. The teacher needs to provide extra opportunities to participate in these activities at a level appropriate to the ability of the child. As he gains in coordination, confidence or skill, the tasks can be increased in difficulty, and the level of help decreased.

RESOURCES

"Daily Sensorimotor Training Activities" pages 7-16

"Learning Through Play" pages 197-202

"Child" page 22

"School Before Six" page 164

"Experience Games Through Music" pages 36 and 74

B-1

SAMPLE ACTIVITIES

Children imitate teachers in the movement of a specific body part.
Always identify the part.

Examples:

Nod your head
Open your mouth
Bend your elbows
Bend your knees

Wiggle your nose
Twist your neck
Blink your eyes
Wiggle your toes

Close your eyes
Shrug your shoulders
Clap your hands
Stamp your feet

BUSY HANDS

I place my hands upon my hips
And now upon my knees;
And now I put them on my head,
And then I stand at ease.
Now I bend and touch my toes;
Again I touch my knees.
And now I tap my little nose;
Again I stand at ease.

Game: Statues

The teacher instructs children to move specific body parts on command. Do NOT demonstrate. See example above. When the teacher says "GO" the children may move in any way they wish. The teacher then says "STOP" and they all stop immediately, holding whatever position they are in when they heard "STOP". They must all be just like stone statues.
Begin again.

PERFORMANCE OBJECTIVE

The child can move body parts using both large and small muscles.

SAMPLE PERFORMANCE INDICATORS

The child will:
-imitate the teacher's movement of head, arms, trunk, leg and then fingers, toes, ankles, knees, facial expressions, etc.
-follow verbal directions for movement of large and small muscles.

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
	Use rhymes fitting the area being used. 1. Little bird, little bird Fly to the tree (children run, flapping their arms) Little bird, little bird Run back to me. 2. Little bird, little bird Run to the wall. Little bird, little bird Run back one and all. Let the children make up rhymes. Brownies and Fairies Game The players are in two groups: one called Brownies, the other Fairies. Goal lines are marked across both ends of the playing area. Each group, in turn, stands on it's goal line with the players' backs turned toward the other group. Upon a silent signal from the teacher the Brownies (or Fairies) advance quietly toward the other group's goal line. When they are within approximately ten to fifteen feet, the teacher calls, "The Brownies (or Fairies) are coming". This is the signal for the Fairies to turn and chase, until the group is safe behind their goal line. Those who were tagged before reaching the goal line go with the children of the other team and become members of that team. Repeat with the other team. Walking on stairs: Put red and black squares alternately down the stairs. Using tape, make the child's left foot black and right foot red. Have the children walk up and down the stairs placing the red marked foot on the red stair, etc. Walking Relay: Children in relay formation in 2, 3, or 4 lines. The first player starts at the given signal and walks (heel to toe) to the goal, comes back and touches the next player, etc. The game may be varied by walking in different ways.	"Daily Sensorimotor Training Activities" pages 55-56 and 183

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
The child can demonstrate eye-hand coordination using fine muscles. SAMPLE PERFORMANCE INDICATORS The child will: -manipulate small objects in activities such as stringing beads, use of pegboards, puzzles, etc. -hold scissors correctly and cut.	Nuts and Bolts place an assortment of different sizes of nuts and bolts in a flat plastic dish or box. Encourage children to fit the correct size nuts on the matching bolts. They may be sorted according to size and shape. From newspaper or magazine print, cut the first letter of the child's name. Paste it on newspaper and have the child: - trace over the letter. - make the letter on the rest of the paper. Make the first letter (or all the letters) of the name with dotted lines. Have the child connect the dotted lines to make the first letter (or all the letters) of his name. Fill a baking pan with sand or salt. Let the children trace the letter(s) of their names. Using clear acetate, cover simple geometric forms (for variety, use free forms) and let the child trace the letter with his finger or a writing instrument. Draw on paper (one for each child) half of a geometric or free form. Let the children finish the form. Hand each child a piece of paper. Say, "Make a rectangle on your paper. Now, make a circle on top of the rectangle. Can you make a picture from this?" Any geometric form can be substituted. Templates for geometric forms (or letters) can be provided for the children to trace around on large newspaper or the chalkboard.	"School Before Six" pages 52-56 and 265-282 "Learning Through Play" pages 47-55 "Daily Sensorimotor Training Activities" pages 87-91 "Language and Numbers Book" pages 177-213 See Appendix I

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
The child can identify body position with that of his surroundings. SAMPLE PERFORMANCE INDICATORS The child will: - follow verbal directions, such as "Point to the wall with your foot". - locate his position verbally "I am beside the box."	Bring a large box into the classroom. First demonstrate and then ask a child to get somewhere by, on, or in the box and to tell the other children where he is. Example: "I am in the box." The following terms are basic to directionality activities. - up-down - forward-backward - sideways-beside - behind-to the rear-in front of - closer-away - near-far - above-below - over-under - on top-on the bottom - higher-lower - between-in the middle-center - inside-outside	"Daily Sensorimotor Training Activities" pages 17-27 "School Before Six" page 124, "Child" page 37 "Experience Games Through Music" pages 20 and 69

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
The child can change the course of his movements. SAMPLE PERFORMANCE INDICATORS The child will: -move from a given position to a given destination. -follow an obstacle course.	The child is instructed to move to certain places in the room, e.g., "Stand near the desk! Stand in front of the waste basket." The following terms are basic to directionality activities. - up - down - forward - backward - sideways - beside - behind - to the rear - in front of - closer - away - near - far - above - below - over - under - on top - on the bottom - higher - lower - between - in the middle - center - inside - outside Obstacle Course An obstacle course consists of a number of miscellaneous pieces of equipment or objects laid out in such a way that the child goes from one to the next and practices a variety of motor skills in the process. The exact design depends on the space and equipment available and the level of the children. It should not be permanent, but put together only occasionally or changed frequently. Children may often want to make up their own. As a variation, any obstacle course can be used for games that teach other than large motor skills. For teaching concepts related to prepositions, qualities of movement, and immediate memory, the teacher may tell a child, "Hop to the barrel, crawl through it and slide down the board." The directions should be varied for each child. As a game involving language, each child decides on his own path, and says where he is going before he starts.	"Daily Sensorimotor Training Activities" pages 27 and 183 "School Before Six" pages 247 and 259 "Launch" page 10 "A Program of Living Experiences for Young Children" page 120

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
The child can balance his body.	Balance: 1. Children stand on the right foot. They hold their arms at their sides. All eyes are closed. The teacher counts to five. 2. Children stand on their left foot. Their arms are at their sides and eyes closed. The teacher counts to five. 3. Children stand on their tiptoes, with their eyes closed. The teacher counts to five. Crab Walk Children sit on the floor, placing hands on floor behind them. Raise body so that they are standing on hands and feet. Raise body so that they are standing on hands and feet. Walk on hands and feet in a backward direction. Move slowly. Bunny Hop Children place hands at the sides of their heads, forming rabbit ears. Hop forward, keeping both feet together. Freddie The Frog Squat on the floor with hands on thighs. Keep back straight and bend forward slightly. Extend the left leg to the side, then drag it back. Repeat with the right leg, with a hopping motion. Do the activity in time to the rhyme: "Unk, unk", says Freddie the Frog As he leaps from stump to log. "Unk, unk", just watch his jump As he leaps from log to stump. Walking Beam Activities Children walk forward on the walking board. Children walk slowly, one foot in front of the other, heel to toe. Arms are held at a natural position at sides. Eyes are focused on the end of the walking board. Variations: Walk on board with arms straight over the head, hands clasped behind the body, arms folded on chest, arms held straight out in front or arms held out straight from shoulders.	"Daily Sensorimotor Training Activities" pages 28 and 43

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
The child can kick a ball to demonstrate eye-foot coordination. 42 SAMPLE PERFORMANCE INDICATORS The child will: -kick straight ahead with the ball stationary. -kick a ball when the ball is rolled to him.	Game: Call Ball The players stand in a circle with one child in the center. The child in the center calls a child by name and rolls the ball to that child. The child whose name was called tries to kick the ball back to the child in the center. This child then takes the place of the child in the center. Game: Kick Ball From a standing or sitting position, the child kicks a suspended ball. Variation: a balloon may be used in place of the ball. In a sitting position, the child kicks a balloon repeatedly, trying to keep it in the air.	"Daily Sensorimotor Training Activities" page 183

RESOURCES

"Daily Sensorimotor Training Activities" pages 116, 120, 56-68
 "Making Music Your Own" page 42
 "School Before Six" pages 44-51, 245-263

B-9

SAMPLE ACTIVITIES

Game: "Tortoise and Hare"

The children are in a circle or scattered formation. Their movement is controlled by the name of the animal. When the teacher calls out, "Hare!" the children place their hands on top of their heads (imitating a rabbit) and move by jumping quickly. When the teacher calls out "Tortoise!" the children bend at the waist, stretch their arms in front of them, and move by imitating a turtle. The object of the game is to change movements as soon as the signal is given.

Game: Crossing the River

Draw two chalk lines on the floor or sidewalk to look like the contours of a river bank (wiggly lines). Start the lines about six inches apart and increase as you see fit. Call out the children's names; one or two at a time, to jump over the river and avoid "falling in". Emphasize, "Jimmy jumps over the river" as each child jumps. Start the children at the narrowest part and move them to wider parts.

As a variation, suggest that the children make block or board bridges over the river. Some bridges can be very narrow (from unit blocks) and require careful balancing.

PERFORMANCE OBJECTIVE

The child can jump.
 (A movement in which there is a spring from the floor into the air from one or both feet and a return to the floor with both feet simultaneously.)

SAMPLE PERFORMANCE INDICATORS

The child will:
 -jump with feet together
 -jump forward and backward in a series of three.

RESOURCES

"Daily Sensorimotor Training Activities" pages 42-59

"Making Music Your Own" page 42

SAMPLE ACTIVITIES

Children can be instructed to hop from one spot on the floor to another, landing directly on the spot. Do not make the distance between the spots too great. These "spots" may be marked by chalk or tape squares. You may combine this motor activity with the teaching of colors, recognizing numbers or recognizing shapes. You may also line these spots equi-distant from each other and have the child hop a certain number of times-creating the necessity of counting objects.

Game: Toadie

Children are seated in a circle. One child is chosen to be "Toadie" who hops to some seated child and the following dialogue takes place:

Toadie, "Toadie".

Child, "I am very well, thank you."

Toadie, "And your neighbor, how is he?"

Child, "You stay here and I'll go see."

Toadie takes the child's chair and the child becomes the toad and the game proceeds.

PERFORMANCE OBJECTIVE

The child can hop on one foot to a destination with control.

SAMPLE PERFORMANCE INDICATORS

The child will:
-hop randomly.
-hop on one foot to a destination with control.

AESTHETIC DEVELOPMENT

Creativity is a means of self-expression and self-satisfaction through the manipulation of materials. The value of a piece of creative work lies in its meaning to the child who made it.

EACH CHILD SHOULD BE GIVEN MANY OPPORTUNITIES TO WORK WITH ALL OF THESE MATERIALS.

EACH CHILD SHOULD BE ENCOURAGED TO PARTICIPATE IN EACH OF THESE ACTIVITIES.

PARTICIPATION IN THESE ACTIVITIES WILL BE VOLUNTARY.

IT IS RECOMMENDED THAT A MINIMUM OF FIVE OF THE FOLLOWING CENTERS BE AVAILABLE DAILY.

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES		RESOURCES
The child can use a variety of materials	MATERIALS jumbo sized crayons in attractive containers put in front of each child. newsprint 9" x 12"	METHOD "Try using your crayon a different way." Use the crayon which has the paper removed. Show the child how to hold the crayon to color with the side. Put the paper over textured surface (rough table top, corrugated paper, etc.).	"Early Childhood Activities" Compton's Precyclopedic number 4XX, number 7 XVII
	jumbo sized crayons in attractive containers put in front of each child. newsprint 9" x 12" crayons tempera which has been thinned with water manila paper brush smock newspaper	The child will trace around his hand and color in the outline to make a turkey. "Is there anything else you can add?" The child draws a picture or design on the manila paper with crayons. Then he brushes paint over the picture.	

SAMPLE PERFORMANCE INDICATORS

The child will:

- use materials randomly
- work toward self-determined selections and outcomes.

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
	MATERIALS easel with tray to hold paints paper under easel (or tarpaulin) brushes-large and full juice cans or baby food jars to hold paint newsprint smocks clothes rack with pins After the child has explored with these materials, change: paper - size and shape tools place (change one at a time) METHOD The child becomes involved in the act of painting rather than in the picture itself. Let them obliterate what seems beautiful to you. There need be no literal correlation between a painting and reality. This defeats personal expression and all that art implies. The child will fill the space with different kinds of lines (curved, straight, short, long, dots, angular) and talk about the kinds of lines they are painting. construction paper, 18 x 24, cut into shape of an egg 3 foil pie pans, containing tempera paint...one color is white. Use one set for every two children paint brushes aprons newspaper The child decorates the egg, using all three colors. Place the egg in the large Easter basket on the wall.	" A Program of Living Experiences for Young Children" page 147 "School Before Six" page 284

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
	MATERIALS newspaper to cover table 18" x 24" newsprint or colored construction paper small sponge (may be clipped with clothespin) foil pie pans, 2 for each child, a different color in each pan tempera paint aprons water to wash hands sponge for clean-up METHOD "Keep this sponge for yellow and this one for blue. Leave the pans on the table." Demonstrate how to hold the sponge and dip it into the paint removing the excess paint with paper towel-ing. Then let him paint the way he wants to paint, going across and around his paper. 12" x 18" newsprint tempera paint, fairly thick spoon or brush for dripping spots newspaper to cover the table aprons "First we must fold the paper. Put the edges together. Hold them with this hand, then rub the fold with the other hand." Do not expect perfection. "Now unfold the paper. Drip some spots of red paint on your paper. Now fold the paper again, rub it with your hand. Open the paper and look at your picture." Listen to what the child finds, <u>IF</u> anything.	"A Program of Living Experiences for Young Children" page 149 "School Before Six" page 289

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
	MATERIALS finger paints Recipe: Mix one cup starch (either cornstarch or laundry starch) with cold water to make thin paste. Add one cup of Ivory Flakes and 1/2 cup salt. Add one quart of water, and cook in double boiler until thick. Use more water if necessary. Beat with egg beater. glazed paper (shelf paper can be used, however, commercial finger paint paper is better) water and sponge for clean-up smock Finger paint may also be a combination of liquid starch and tempera powder. Ivory Flakes or this recipe: 1 cup detergent 4 tbsp. liquid starch add food coloring or sawdust hair spray construction paper (dark color) smock	"School Before Six" page 285 "A Program of Living Experiences for Young Children" page 147 "Early Childhood Activities" Compton's Precyclopedia Number 1, section XXI

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C-4

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
	MATERIALS screening 4½" x 6" toothbrush foil pie pans, one for every 2 children tempera paint construction paper 4½" x 6 " smocks newspaper to cover table METHOD The child holds screen in one hand and manipulates toothbrush (dipped in paint) with the other hand. Talk to the child about what he sees. Variation: The teacher or child cuts out a shape.. The child spatter paints. Remove the shape to see what the child created. Fun to use on Christmas cards. The child colors the sand with food coloring. Then spreads paper with glue (or make a design with glue). Pour excess on newspaper and reuse. Fix with hair spray. The child covers the paper with starch. Tear pieces of tissue paper and cover again with starch, Variation: May be cut into diamond shape to make a kite. Add a tail and string to fly. On a warm day, provide materials to "paint" in specified areas-such as a wall, fence, stones, etc.	
	2 bowls of sand placed in pie pans food coloring 4½" x 6" construction paper Elmer's glue smocks newspaper hair spray liquid starch brush manila or construction paper smocks newspaper inexpensive brushes sturdy container with water smocks	

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
	MATERIALS newspaper to cover table smocks oddment of construction paper shoe box lid marbles foil pie pans, two for each two children paint-different color in each pan two marbles in each pan spoon METHOD Cut construction paper to fit box lid. Each child has a lid. He removes the marble from the paint with spoon...putting the marble into the lid. The child manipulates the marble on the paper to produce a painting. The child will cut a "design" in his vegetable. Dip the vegetable into the paint, being careful to remove excess on paper toweling. Stamp on paper as in block painting. The teacher may use root vegetables and talk about them growing below the ground. Another time use vine vegetables.	"School Before Six" page 293

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
	MATERIALS large fat chalk construction paper foil pan with buttermilk in it smocks newspaper sponge METHOD Using buttermilk, apply to construction paper with sponge. Give child 2 colors of chalk. Dip chalk into buttermilk. Child creates! Caution: the chalk will rub off if it is not wet. large fat chalk pie pans filled with water construction paper smocks newspaper The child dips chalk into water. He creates a picture on paper. This is very messy; therefore, the teacher needs to set careful limits. large fat white chalk liquid starch construction paper, blue or black smocks newspaper brush Spread liquid starch over entire sheet of construction paper (keeps chalk dust from rubbing off). Make snow drawings. white tempera construction paper large, fat, chalk The child paints white tempera on paper. Make designs while wet with colored chalk.	"School Before Six" page 287 and 290 "A Program of Living Experiences for Young Children" page 148

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
The child can construct with a variety of materials	MATERIALS Playdough recipe: 1, 2, or 3 cups of flour 1 cup salt Mix thoroughly and add water slowly using just enough to make a ball of dough. Knead on floured surface until pliable and smooth. 3 tsp. oil may be added to reduce stickiness. Color may be added--tempera or food coloring Keep in tight container in a cool, dry place. Becomes grainy with age. METHOD The child manipulates play dough, using a variety of tools to make designs and imprints (cookie cutters, buttons, spools, beads, bottle caps)	"School Before Six" pages 286 and 306
SAMPLE PERFORMANCE INDICATORS The child will: -randomly explore with modeling mixtures. -work toward self-determined selections and outcomes with modeling mixtures.	Asbestos recipe: Prepare a stiff wheat paste: 2 cups water gradually added to 3/4 cup of wheat paste flour. To this mixture, gradually add 2 cups asbestos powder (insulating material purchased at plumbing or insulating firm). Mix thoroughly. Add more asbestos powder if sticky. Sawdust and Wheat Paste: 3 cups sifted sawdust 2 cups wheat paste (makes it rubbery) 1 cup water or enough for a pliable mixture The child makes puppet head on tongue depressor. Bake 400 degrees for 1 hour. Paint.	

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES		RESOURCES
	MATERIALS Cornstarch recipe: Mix $\frac{1}{4}$ cup cold water and 1 cup cornstarch in pan. Add $\frac{1}{4}$ cup boiling water. Stir until blended. Heat over low fire, stirring constantly until too stiff to stir. Cool and knead until smooth. workbench, with tools; hammer, saw, screwdriver, etc. soft wood, pine or wallboard nails and assortment of screws sandpaper boxes cartons paint paint brushes smocks wooden objects, such as golf tees, spools, meat skewers, doweling pieces. flat base, such as wall board or styrofoam linoleum cement background paper, such as newsprint, manila, wallpaper, or corrugated paper Elmer's glue oddments, such as dyed egg shells, bark, seeds, sequins, excelsior and feathers.	METHOD The child manipulates to find it soft, moist and rubbery. It may be dried and painted. The child uses tools to create, and paint with tempera if he desires. Again the child may be interested in <u>process</u>, not <u>product</u>. Using packing boxes, refrigerator cartons, etc., the children create new interest centers monthly. These may be painted with tempera. Examples: house, boat, train, airport, grocery store, and operating room. The child creates a wood-nature sculpture, using the linoleum cement to adhere it securely. The child creates a collage using the Elmer's glue to adhere the "junk" securely.	"School Before Six" pages 248, 255, 262, and 295 "Early Childhood Activities" (castles) number 3, XVI, page 2 number 8, XIX Compton's Precyclopedia. "A Program of Living Experiences for Young Children" page 117

PERFORMANCE OBJECTIVE

SAMPLE ACTIVITIES

RESOURCES

MATERIALS

Adequate supply of blocks.
Good sized space, preferably with short napped carpet.
Various toys, such as rubber or wooden animals, people, trucks, cars, and machines.

METHOD

The child works with blocks and solves problems by himself. He seeks his own solutions; however, this may be motivated by the teacher's questioning.

"A Program of Living Experience for Young Children"
pages 112-114

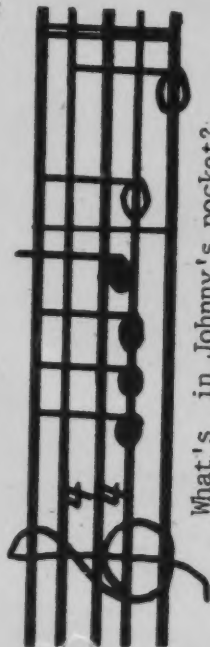
PERFORMANCE OBJECTIVE

The child can participate in singing and fingerplays.

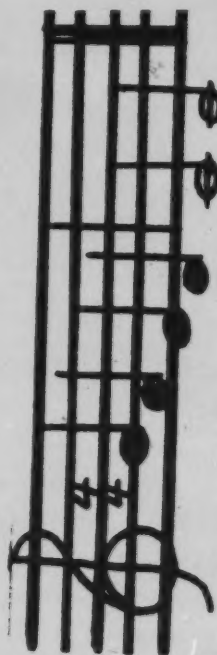
SAMPLE ACTIVITIES

Sing, "Mary Wore a Red Dress" with the children substituting names and article of clothing. This song helps the child focus on others. Sing answer-back songs. Make your group small enough so that all of the children may be included.

Pocket Song
Teacher



Children



Johnny has a kleenex.

Sing songs spontaneously. Tell the children to sing when they feel ready. "Join me when you think you know the song". The teacher sings it straight through, telling the children "to catch what you can".

SAMPLE PERFORMANCE INDICATORS

The child will:

- participate in singing and fingerplays by listening and verbal participation.
- participate in singing and fingerplays by carrying them over into other activities.

RESOURCES

"Experience Games Through Music" pages 33-35, 97-99 and 122-125

"Making Music Your Own" page 12

"This is Music"

Little Girl, page 48
Who Has the Penny, page Pocket Song, page 50
Look Through the Peephole page 50
Lucy Rabbit, page 51

"A Program of Living Experiences for Young Children" pages 87-88

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
	Sing, "Hush Little Baby", using flannel board figures. "Listen carefully when you hear the name of your picture, and then quickly put it on the board". Finger plays are used spontaneously throughout the program. They can be very effectively used between activities. Examples: Now with your hands go clap, clap, clap. Now with your feet go tramp, tramp, tramp. Now join your hands in a ring with me, And stand in the circle one, two, three. If you're happy and you know it clap your hands, If you're happy and you know it clap your hands, If you're happy and you know it, and you want a way to show it, If you're happy and you know it, clap your hands. (Substitute: stamp your feet, rub your tummy, wiggle your fingers.) <u>Safety</u> We look to the left We look to the right Before we cross the street. We use our ears, We use our eyes Before we use our feet. More finger plays in Appendix II	See Appendix II

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
The child can demonstrate he listens to and appreciates music. CT ∞ SAMPLE PERFORMANCE INDICATORS The child will: - demonstrate he listens to and appreciates music through concrete expressions. - demonstrate he listens to and appreciates music through abstract expressions.	Demonstrate the proper use and care of the record player to a small group of children, and have a record player and records available for the children to use individually. Categorize the records with the children by properly labeling (using words and pictures). Always use music with a purpose. With a small group of children, tell the "Pretend Time" story. Upon completion of the story, play "Pantomime" by Dmitri Kabalevsky. Have an art medium readily available. Explain to the children that they should use their imagination to reflect their reaction to the story and music. Play Sergei Prokofiev's "March" from "Love for Three Oranges". Tell the basis of the story before you play the record. Talk about the children's feelings toward the music. Play Mozart's "Minuet in F" telling about the composer and defining new words, such as composer, minuet, etc.	"Making Music Your Own" pages 33, 39 and 69

RESOURCES

SAMPLE ACTIVITIES

PERFORMANCE OBJECTIVE

The child can respond to a variety of rhythmic patterns

Using the drum the teacher tells the children to listen to the sound. "What does it sound like? What I'm doing is making a rhythm. Can you clap to this rhythm? (change rhythm). Can you walk? run? skip? (vary the tempo). Show us how you walk. He's a fast walker. What is faster than a walk?" (run)

The piano is most appropriately used for rhythmic interpretation. Vary the tempo, tone and beat...stopping at times. Variations: Teacher improvises on the piano, picking up the movement of the child.

Percussion instruments need proper teacher introduction and guidance. The purpose is to make "music not noise". Introduce one instrument at a time. Let the child explore the various ways to play it. At a later date, have an "orchestra" with the children taking turns being "conductor". Record and play back for the children, encouraging them to identify the instruments.

SAMPLE PERFORMANCE INDICATORS

The child will:

- respond to rhythmic patterns through directed movement.
- respond to rhythmic patterns using self-expressive movement.

"This is Music"
Walking on your Tiptoes page 79
Roll on the Ground, page 75
Jumping and Flopping, page 76

"A Program of Living Experiences for Young Children"
pages 94-95

"Making Music Your Own"
Running, page 49
The Skaters, page 96
Valse Serenade, page 97
Pop Goes the Weasel, (skipping) page 45
March, page 40
Slow March, page 30
Galloping Horses page 48

SUGGESTED RECORDS FOR PRESCHOOL CHILDREN

Each preschool center should have a minimum of one record in each of the following categories.

Story Record

"Peter, Please it's Pancakes", CRG Series
 "Muffin in the City...Muffin in the Country", CRG Series

Children's Songs

"Christmas, Sing-A-Long", Golden Records
 "Songs to Grow On", by Woody Guthrie, Folkways Records,
 #7C7005, 165 W. 46th St., N. Y., N. Y.

Folk Songs

Pete Seeger records
 Burl Ives, "The Best of Burl Ives for Boys and Girls",
 Decca Records

Classical

Segovia's classical guitar, "Nutcracker Suite"
 Tchaikovsky (tiptoe, toys)
 Carl Orff's "Musica Poetica", (predominantly percussion)
 Moussorgsky's "Night on Bare Mountain", (weather, storm)

Activity Record with specific directions

Hap Palmer's Volume 1, and Volume 2
 "A Visit to My Friend", CRG Series

Activity Record with music only

RCA Series of "Dance-A-Story"
 "The Magic Mountain"
 "Balloons"
 "At the Beach"

Rock 'n' Roll

Beatle Records
 Herb Alpert's "The Lonely Bull"
 choose one from the current "top ten"

Ethnic

Jamaican "Steel Drums" or "The Ska"
 Israel's "Hora"
 Hi-Fi "Haitian Drums"

PERCUSSION INSTRUMENTS

Percussion is the act of making a sound by tapping, hitting or shaking something. Percussion instruments are those things which can be used to produce sounds in these ways.

Percussion instruments are selected because they:

- are easily manipulated
- do not require much skill to produce sound
- may be altered to vary sounds
- are sturdy
- do not require mouth contact

Use the following instruments for rhythmic activities:

drums of a different pitch
several pairs of rhythm sticks
sandblocks
triangles
brass cymbals
maracas
wrist bells
tambourines
wood block with door handles
xylophone bells

The autoharp is one of the most versatile instruments used in working with preschoolers. You do not need previous instructions as it is easy to play, and you still have good eye contact with the children. "Making Music Your Own", explains how to tune it...page 179.

LANGUAGE DEVELOPMENT

Hints to Teachers:

"The most precious thing a person can touch
is the mind of a child...be cautious."

Dr. Michael Giammatteo

LISTEN to each child. Hear the language he speaks. You can learn from him which words he uses with little understanding.

HELP each child be a contributing member of the class. Give individual instruction and special encouragement to the less verbal child.

ASK children questions which require more than a one-word answer.

AVOID using such words as "good" and "fine" in evaluating the child's efforts.

BE SPECIFIC so the child knows exactly what he has done to earn approval.

KEEP parents informed about your language program and solicit their cooperation in extending school experiences to home experiences.

INVOLVE parents and other volunteer helpers as much as possible in implementing this language program. They may supervise groups, assist in the mechanics of checking, write children's dictated stories, use tape recorders to record children's stories, read stories to children, and act as listeners to children's conversations.

ENUNCIATE clearly, giving children a good speech model.

READ aloud to the children every day.

From:
CHILD
Coordinated Helps in Language
Development

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
The child can identify and reproduce sounds he hears. SAMPLE PERFORMANCE INDICATORS The child will: -recognize and reproduce animal sounds such as those heard on farm or zoo. -recognize and reproduce animal sounds such as those heard in home or school.	Hide pictures of animals (or familiar objects that make sounds) from the sight of all children. Let each child choose a picture and without showing it to the others make the sound of the animal (or familiar object). Have the other children guess what the animal or familiar sound is. On a tape, make many animal or familiar sounds. Encourage the children to identify the sounds as they listen to the tape at a Listening Center. Blindfold one child. Let another child make a sound. Have the blindfolded child identify what makes the sound. Clap hands in 4/4 rhythm, placing emphasis on the first and third beat. Have children clap with the teacher saying, "LOUD, soft, LOUD, soft", as they clap. Change loud and soft beats, i.e., LOUD, soft, soft, having children tell which beats are loud and soft. Use the sentence, "These are my toys". Say it stressing a different word each time. Have child repeat the sentence stressing the same word the teacher stresses. Use additional sentences for further practice. Examples: "My dog like you." "This orange tastes sour." "We like all the children in our room." (Through many experiences in hearing and repeating stressed words, children will begin to understand that changes in stress change meaning.)	"Child" pages 8-10, 127-130 "Learning Through Play" pages 13, 16 "Daily Sensorimotor Activities" pages 60-75 "School Before Six" pages 115-118, 391-399a "A Program of Living Experiences for Young Children" pages 68-84

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
The child can demonstrate that he listens to stories poems and conversations. SAMPLE PERFORMANCE INDICATORS The child will: -give an appropriate response (verbally or non-verbally): -get actively involved.	A story that would take 5-10 minutes to read: <u>Whistle for Willie</u> - Ezra Jack Keats. A story that would take 10-20 minutes to read: <u>Mike Mulligan and His Steam Shovel</u> - Virginia Lee Burton. The teacher shows the children how to handle a book. Look from front to back (right side up). Do not throw, stand on, or chew. Each page has a purpose which is explained to the children. <u>After</u> a story is completed ask questions, such as: "What were the names of _____?" "Why was something done?" "If they were walking in the snow, how might their journey have been different?" "Was Curious George a naughty monkey who didn't know right from wrong?" "Do you think curiosity could get you into trouble? Why?" * Tell a silly story. Start with a teacher-given sentence, i.e.: a brown bear sat in his living room reading a newspaper. Encourage children to add a sentence about the story. Initiate a conversation about a subject that has a high level of interest for the children. Record their conversations on an experience chart noting their name before their contributions to the conversation. * These are based on Benjamin Bloom's taxonomy of the cognitive domain. (See Appendix III)	There are many book list for young children. A trip to a library will give you many more suggestions. "School Before Six" pages 66-77, 115-118, 301-338 "Story Telling" pages 336-338 "Program of Living Experiences for Young Children" pages 68-83 and 245-255 "Learning Through Play" pages 27-42

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES				
The child can use rhyming words. SAMPLE PERFORMANCE INDICATORS The child will: -complete familiar rhymes.(nursery rhymes, finger-plays, poems, songs, etc.) -pair objects or pictures that rhyme.	Tell the children to listen while you say two lines from a familiar nursery rhyme. Call attention to the two words which rhyme and let the children hear how they sound alike. Let the children repeat the words. Examples: Jack Sprat Could eat no fat. Ding Dong Bell, Pussy's in the well. Provide many opportunities for the children to fill in the missing word in both familiar and unfamiliar rhymes. Rhyming phrases such as: The pillow on my bed, Is soft and fluffy for my <u>head</u>. Help the children make up their own second lines for rhyming phrases. Glue two pictures which rhyme on one piece of paper. Cut the pictures apart so they form a puzzle of two pieces. Provide a box of familiar objects that when paired, rhyme. Ask children to answer riddles with a word which rhymes with the word you say. Keep this a fun exercise, using it to reinforce the recognition of rhyming words. Examples: <table> <tr> <td>I rhyme with sled. You sleep on me. What am I? (bed)</td> <td>I rhyme with see. A cat can climb me. What am I? (tree)</td> </tr> <tr> <td>I rhyme with goat. You wear me. What am I? (coat)</td> <td>I rhyme with town. You see me in the circus. What am I? (clown)</td> </tr> </table>	I rhyme with sled. You sleep on me. What am I? (bed)	I rhyme with see. A cat can climb me. What am I? (tree)	I rhyme with goat. You wear me. What am I? (coat)	I rhyme with town. You see me in the circus. What am I? (clown)	"Learning Through Play" pages 28,34,36 "Child" pages 16,17,42,43
I rhyme with sled. You sleep on me. What am I? (bed)	I rhyme with see. A cat can climb me. What am I? (tree)					
I rhyme with goat. You wear me. What am I? (coat)	I rhyme with town. You see me in the circus. What am I? (clown)					

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D-3

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
The child can demonstrate his ability to discuss in a group. SAMPLE PERFORMANCE INDICATORS The child will: -respond to direct questions. -initiate conversation.	With a group of 3 or 4 children, discuss: -a story -a rock -a picture -a pet Let the children select an object in the room to bring to the group to discuss. Select a picture that shows two different kinds of animals that seem to be conversing. Discuss the kinds of things the animals could be telling one another. Examples: A dog and bird could be talking about how each is able to go from place to place, what each likes to eat, who their friends are, and where they live. Invite two children to play the roles of the two animals. Ask questions to elicit conversation, if they are needed. Examples: "Pretend you are the cute little puppy." "Pretend you are the pretty blue bird." "What will you tell one another about yourself?" "How will you show each other you want to be friends?" "What can you do?"	"Child" pages 8-58 "Learning Through Play" pages 27-29 and 35-37 "A Program of Living Experiences for Young Children" pages 62-67

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
The child can relay messages accurately 67 SAMPLE PERFORMANCE INDICATORS The child will: -relay 2-part messages. -relay 3 or more part messages.	Play "Telephone" with 3 or 4 children to see if the last sentence is the same as the first sentence. (Increasing group size to 6 or 7). Have several children put their chairs in a circle or semi-circle. Whisper a message to one child (Mary). Have Mary "deliver" the message to another child in the group. (Many of the messages can involve what to do to or with the chair). Let the children make up their own messages to "deliver". Let the children record messages for each other. The teacher may need to start these activities by giving the first messages to be repeated and/or relayed.	"Child" pages 8-58 "Learning Through Play" pages 27-29 and 35-37 "A Program of Living Experiences for Young Children" pages 62-67

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
The child can describe an object. SAMPLE PERFORMANCE INDICATORS The child will: -use descriptive words about an object. -use descriptive words and state the use (function) of an object.	Use an experience chart to record all the words the children use to describe an object. Begin by using familiar objects and then use objects the children may never have seen before. Describe different classes of objects by using pictures of several fruits, animals people, etc. Encourage the children to make generalized description as well as specific ones. Take the children to a place outside the classroom (on the lawn, to the school office, on the playground, to the school kitchen, etc.). Help them to describe what they see. Assemble a "junk box." Blindfold the children one at a time and let them take something out of the "junk box." Before removing the blindfold, have the children describe how the object feels and <u>smells</u>. Then remove the blindfold and describe how the <u>object looks</u>. Variation: A "junk box" of things to be described while blindfolded, by their <u>taste</u>.	"Child" pages 8-53 "Learning Through Play" pages 27-29 and 35-37 "A Program of Living Experiences for Young Children" pages 62-67

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
The child can retell and/or role play a story.	Many commercial pictures are available for story-sequencing. Use them in a variety of ways. Put several sets out on: -the chalkboard -the flannel board -the chart rack -a peg board (held on by golf tees) -a table in a box, with boards to place the story on. Hand the sequence cards out, one card per child. Let the children seat themselves so that the story is in the correct sequence. (This can also be done standing up). Children with the teacher do the animated story of <u>The Bear Hunt</u>. Any interpretation that is applicable is acceptable. An adult tells the story. Children act out using bodies, but not voices. Almost any number of children can be any one part. Teacher fills in missing one if necessary. Later the children will want to act and talk. Let them make up their own dialogue. Play with a script and parts to be learned is completely inappropriate. Using any situation or story that is familiar, help the children mimic appropriate dialogue. Keeping the group small (2-3) will keep the interest level high. Using any situation or story that is familiar, encourage the children to invent their own dialogue to retell the event or story. Help several children dramatize a favorite fingerplay or poem for the rest of the class. Help several children put on a play for the class. (Use a variety of methods, i.e., puppets, themselves, character boards, narrator, actors). Act out story sequence cards.	"A Program of Living Experiences for Young Children" pages 62-67 and 257-258 "The Bear Hunt" page 25 "Acting Out Stories" page 311 "Child" pages 8-58 "Learning Through Play" pages 27-29 and 35-37

SAMPLE PERFORMANCE INDICATORS

The child will:

- retell a story using pictures.
- retell a story without using pictures.

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
The child can dictate a story. (one or more sentences) NOTE: It is <u>not</u> necessary that the story content relate to the picture in the teachers mind. It must only "make sense" to the child. SAMPLE PERFORMANCE INDICATORS The child will: -dictate from a supplied picture. -dictate from a picture he has drawn.	Out many and varied pictures from magazines and other sources. Let the children choose a picture and tell a story about it. The pictures can be pasted or stapled to paper large enough to leave room for writing the story. Use supplied pictures that would suggest: -stories using conversations -stories about make-believe -stories about animals -stories about people -stories about machines Have the children draw their own picture and tell a story about it. Variations: -put out 2 or 3 colors to draw with (crayons, chalk, paint). -put out 1 color to draw with. -use colored paper to draw on. -cut the drawing paper in to different shapes. Write the story around the edge of the paper. Read Harold and the Purple Crayon, to the children. Let them color their own trip. Have the children dictate "where they went."	"Child" pages 8-58 "Learning Through Play" pages 27-29 and 35-37 "A Program of Living Experiences for Young Children" pages 62-67

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
The child can demonstrate his enjoyment of poetry. SAMPLE PERFORMANCE INDICATORS The child will: -demonstrate his enjoyment of poetry by repeating favorite words and phrases. - demonstrate his enjoyment of poetry by creating new words and linking words into new patterns.	Present nonsense rhymes first, so that the child sees in his own mind the images the words are producing. Find poems with melody and movement as well as words with interesting sounds, that are fun to say and play with. Nonsense rhymes, with their humor based on absurdity, lead easily into humorous verse. Children become accustomed to listening closely as this is the only way they'll understand the humor of the verse. From here you move on to listening to more serious poetry. THE MOON'S THE NORTH WIND'S COOKY The Moon's the North Wind's Cooky He bites it day by day. Until there's but a rain of scraps That crumble all away. The South Wind is a baker, He kneads clouds in his den, And bakes a crisp new moon that ...greedy North..Wind..eats...again. Vachel Lindsay THE HORSES OF THE SEA The horses of the sea, Rear a foaming crest, But the horses of the land Serve us the best. The horses of the land Munch corn and clover, While the foaming sea-horses Toss and turn over. Christina Rossetti	"Poems to Read to the Very Young" Josette Frank Random House, 1961 "The Complete Nonsense Book" "When We were Very Young" "A Rocket in My Pocket: The Rhymes and Chants of Young Americans" "Making Music Your Own" Teacher's Edition page 148

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
The child can identify and discriminate sounds. SAMPLE PERFORMANCE INDICATORS The child will: -match the sounds made by containers having various materials in them. (Salt, rice, nails, rocks, etc.) -classify groups of sounds such as animal and people sounds.	Materials: Cans with plastic lids or covered with aluminum foil held on with rubber bands. Dried beans, rice, nuts, sugar or salt, macaroni, dried thyme, basil or other spice, dried split peas. Other varieties may be used to make finer distinctions between sounds. Tray to hold cans. Procedure: Make two cans each of the above substances. Mark the cans with matching numbers, small enough so children do not match by numbers. Put one can of each kind on the tray. Let each child choose a can and shake it to hear the sound. Without teacher comment, see if the children will hear sound differences between their can and the ones chosen by the other children. Put the matching cans on the tray. Let the children shake and match the sounds. Now let all of the children shake both of their cans at once. See who will recognize that the sound made together was loud. Ask the children to find the one who has the can that makes the softest or quietest noise. Repeat to find the can that makes the loudest noise. Continue with three cans for each child to find a finer distinction between sounds. Variations: You can also illustrate sound differences by putting the same substances in different containers, such as plastic dishes or cardboard boxes. Sounds Wherever I go I hear different sounds-- loud sounds and quiet sounds, long sounds and short sounds, high sounds and low sounds, harsh sounds and musical sounds, I hear squeaks and creaks and bangs and clangs; jingles and jangles and pitters and patters; tootles and tweetles and rattles and clatters; boos and moos and cock-a-doodle-doots. by Helen Borten	"Learning Through Play" page 16 "School Before Six" pages 115-118 "A Program of Living Experiences for Young Children" pages 68-83

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
The child can speak in complete sentences. SAMPLE PERFORMANCE INDICATORS The child will: -use complete sentences. -use complete sentences and/or descriptive words.	Let the children complete a compound sentence. Example: I went to the circus and I saw _____. (They should repeat the whole sentence). The dog is <u>brown</u>, but the cat is _____. You can walk to school, or you can _____. Let the children supply the descriptive words for a sentence. Example: The dog is _____ and fat. My shoes are _____. My cat has _____. Take a describing walk. Describe everything you see in terms of <u>one</u> of the following. -color -size -shape -ownership On your next walk, describe in more than one way. Take a describing walk. When you return make an experience chart of all the sentences that describe what you have seen.	"Child" pages 8-58 "Learning Through Play" pages 27-29 and 35-37 "A Program of Living Experiences for Young Children" pages 62-67

COGNITIVE DEVELOPMENT

The cognitive area is a large one, encompassing many concepts, some of which lend themselves to specific suggestions for teaching and others which do not. An example of the latter is conservation which can best be learned at this age level through informal exploration of such substances as clay, water and sand.

Most agree that language development is a cognitive skill, but since it is such an important part of a young child's basic experience, the decision was made to emphasize it as a separate learning area in this guide.

A similar judgment had to be made concerning the sensory mechanisms of sight, taste, and smell. It was decided to include objectives covering them in this cognitive area rather than with the motor activities as they were in the preliminary guide.

It is important that all persons who are involved in working with the children become well aware of the several developmental learning theories, especially those of Piaget, Sears and Skinner.

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
The child can identify objects by sight. SAMPLE PERFORMANCE INDICATORS The child will: -name objects and/or pictures. -use words to describe objects and/or pictures.	Materials: Pictures, models or actual objects Procedure: 1. Show the above materials to the children and ask them to give names to the objects. Help the children to think of other names for the objects. Discuss the idea that many things can be called by more than one name. 2. Use the same materials above: Ask children to describe qualities of objects. Help children use other descriptive words. Discuss with the children the idea that objects have several qualities. 3. Place a piece of ice in a container. Have each child feel the ice and tell how it feels. If the child uses the words "cold" or "slippery" ask him other words that mean cold or slippery. 4. Fill a two-quart milk carton with water. Add a few drops of food coloring and freeze. Remove ice from the carton and place in a low dish or pan. The air trapped in the colored ice makes a beautiful pattern. Children can watch all day, using words to describe what they see.	"Child" pages 30, 33 "A Program of Living Experiences for Young Children" pages 161-196

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
The child can identify the primary colors and secondary colors. SAMPLE PERFORMANCE INDICATORS The child will: -select several objects of one color from a group. -name things that change color (green tomatoes ripen to red, red paint becomes orange when yellow is added).	Color Race Pin a colored ball or colored piece of paper on one child's back while another child hides his eyes. At the signal the second child tries to see the color on the first child's back by running around him. The first child tries to prevent his seeing. The players must not touch each other. If he sees the paper, he calls out the color. Materials: - Broken crayons in container - Plastic objects in container - Pegs - Pegboards. Games: 1. Give the children a container of broken crayons. Ask them to separate crayons into groups according to color. Ask the children to tell about their piles of crayons, naming the color of each. 2. Give pegs and pegboards to the children. Ask them to put pegs in the pegboard with like colors in separate rows. Ask the children to tell how they placed the pegs and name the colors each row. 3. Provide a box or plastic bucket filled with many kinds and colors of plastic toys or other small objects. Provide cottage cheese cartons or small containers for sorting the objects into sets. Let the children use these independently during activity time. Have the children name the set and the color of each set.	"A Program of Living Experiences for Young Children" page 128 "Child" page 64 "Learning Through Play" pages 14-15 "School Before Six" pages 109-111

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
The child can identify tastes. 78 SAMPLE PERFORMANCE INDICATORS The child will: -identify and name liquids by taste (orange, grape, cola) -describe the taste of substances (sweet, sour, bitter, etc).	Tasting Kit Contents: Taste and describe samples of the following: sugar, water, salt, vinegar, lemon, cracker, bread, marshmallows, lemon drops, chopped olives, bitter cooking chocolate, vanilla, powdered sugar, baking soda. Procedure: Child closes his eyes to taste marshmallow to tell how it tastes. Then he tries a piece of candy. How do these taste? the same and how are they different? Continue tasting. Tastes I Like - I like sweet tastes - I like honey or candy or apple pie. - I like sour tastes - I like lemons or pickles or even limes. But tastes and smells of onions, just make me cry. by Claryce Allen Cooking Activities - Applesauce Children can core apples with table knives and they can cut them in quarters. At this point they can taste part of them. (If tart, taste contrast will be greater with cooked apples.) Place remaining apples in pot with a little water and sugar to taste. Cook until soft. When cool, children can eat applesauce, talking about change in taste and texture. Children can help clean up cooking and eating utensils. Allow about 1 apple per child. Comments: A teacher should be within immediate reach at all times while cooking. Watch out for spattering as applesauce cooks.	"School Before Six" pages 149-150 and 343-355 "Child" page 68 "Learning Through Play" page 17

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
The child can identify smells. 79 SAMPLE PERFORMANCE INDICATORS The child will: - identify samples of familiar substances by name when smelled. (Peanuts, paint, or cinnamon, etc.). - name substances by smelling when blind-folded.	Place different items in separate jars. Open each jar, one at a time. Let each child smell it and identify. Smells My daddy smells like tobacco and books. Mother like lavender and listerine; Uncle John carries a whiff of cigars, Nanny smells starchy and soapy and clean. Sandy, my dog, has a smell of his own (When he's been out in the rain he smells moist); But Katie, the cook, is more splendid than all-- She smells exactly like hot buttered toast! Cooking activities lend themselves to experiencing different odors as well as tastes. For instance, adding hot water to gelatin dessert powder intensifies the aroma. This activity is used for other concepts such as texture, color and liquid/solid.	"Learning Through Play" pages 17 and 24 "School Before Six" pages 343-355

PERFORMANCE OBJECTIVES	SAMPLE ACTIVITIES	RESOURCES
The child can reproduce patterns. SAMPLE PERFORMANCE INDICATORS The child will: -reproduce patterns using objects that have one varying property. -reproduce patterns using objects that have more than one varying property.	Materials: Colored beads and laces (enough beads for all children to reproduce a given pattern). Group: Not more than five children Procedure: The children should view the model of beads from the same point of orientation, for example, all seated on the same side of a table. Preferably the knot on the lace should be to each child's left. While the children are randomly stringing beads, identify one of the simpler patterns produced by the children. If no patterns are being produced, introduce one. If the children do not have a vocabulary of color, shape, and size, the teacher may have to model appropriate responses for the children. "Look at Mary's (or the teacher's) pattern of blue beads." "Let's all try to make a string like them." (Pointing) "Look, they are all blue. But next to the knot there is a blue, round one." "Then there is a blue, square one." "Then a blue, round one." "Then a blue, square one." "Show me what kind of bead would be next." Have the children describe, compare and defend their choices. When the correct bead is identified, ask for a show of the next bead and so on. If children are unable to identify the bead, they may have to be directed through additional repetitions of this or other single variable patterns. Don't push. Try another day and let the children play at their own level. Record when a child can consistently reproduce patterns such as the above, even though he may verbalize his choices poorly. If all the children have mastered the single variable, continue with, "Would any one like to make another pattern for us to copy?" Select a pattern according to the group's ability. Variations of the above procedure can be done with colored cubes, pegs and peg boards, and geoboards with rubber bands. Pictures of patterns	"Child", pages 8,11,18 and 43 "Daily Sensorimotor Training Activities" pages 124-134 "A Program of Living Experiences for Young Children" pages 128-134, 140 and 144 "Learning Through Play" pages 20, 54, 132 and 182 "School Before Six" pages 160-163 and 224-226 "Thinking is Child's Play" pages 70, 106, 111 and 115

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
	can be put on oak tag. When a child can reproduce patterns with the model present, remove the model and/or the picture, so the pattern is made from memory. Note: Frequent demands on a child to reproduce adult models when he is unable, may frustrate him or inhibit his tendency to explore. However, the ability to recognize and reproduce patterns is an important cognitive skill and requires practice.	

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
The child can seriate.	Materials: Shape series puzzles (the puzzles should have 5-7 pieces varying in size) Group: Not more than five children Procedure: Distribute the puzzles (the squares series, for example) and observe whether the children spontaneously arrange them in order of size. "Show me the smallest square." "Show me the largest square." Place these two squares next to each other and hand a child the middle sized square of the set. "If this is the smallest square and this is the largest square, then where does this square go?" Regardless of the correct positioning of the middle square between the largest and smallest ones, move the new piece to another position in the series. "Can this piece go here also?" Encourage the child to explain and defend his choices. If a child consistently rejects all but the middle position, consider him able to order a series of three objects by size. He still may have difficulty with pieces near the same size or a series of more than three. Also, he may not verbalize why he orders the pieces the way he does. If the group is able, continue from the series of three. "Now place the other squares where they belong." Observe whether the child relates a new square to only one other square or whether he compares it to the preceding and following squares in the series. "Why did you put that square there?" If he is having difficulty or his answer does not reflect a comparison to adjacent members in the series, model the appropriate relationship. "Remember, put the square where it is bigger than the one just before and smaller than the one just after." Note when the child serializes five or more pieces consistently.	"Child" page 92 "A Program of Living Experiences for Young Children" pages 44, 154, 156-158 "Learning Through Play" pages 72, 75, and 79-82 "School Before Six" pages 109-145 "Thinking is Child's Play" pages 102-105, 113 and 126
SAMPLE PERFORMANCE INDICATORS The child will: -seriate three levels in increasing and/or decreasing order. -seriate five or more levels in increasing and/or decreasing order.		

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
The child can classify objects according to their properties (size, shape, color, use). SAMPLE PERFORMANCE INDICATORS The child will: -classify by one physical property. -classify by more than one property.	<u>Materials:</u> Approximately eighteen colored cards. A small piece each of the same red, blue and yellow plastic tape used in making the colored cards. <u>Procedure:</u> Spread out all the cards on one side of a fairly large working surface, such as a table or the floor. Stick a small cross of red tape on the other side. "Can you find all the red cards and put them over here?" When your child has successfully done that, repeat with blue and then with yellow (identifying each sorting place with a cross of the appropriate color), leaving each group in place. "What color are all these cards that are left over?" Point out that he has now sorted the whole set by color. <u>Comments:</u> The cards differ in more than one way but are classified according to the single attribute of color. <u>Materials:</u> Nine colored cards - three squares, three circles, and three triangles (a red, yellow and blue in each shape). A shallow box or tray of a size suitable to hold the cards. <u>Procedure:</u> Spread the cards out on the table with the box beside them. "Can you find a card that is not red? Put it in the box." "Is there another card that is not red?" "Put all the cards that are not red in the box." Spread the nine cards out on the table again. "Can you find a card that is not a circle?" "Put all the cards that are not circles in the box." Spread the nine cards out on the table again. "Can you find a card that is not red and not a circle?" "Are there any others that are not red and not circles?" "Put them in the box. What card is left on the table?"	"Child" pages 61-70, 93, 94, 98. "Learning Through Play" pages 12-23, 51-53, 85-98 "A Program of Living Experiences for Young Children" pages 44-49, 56-59, 76-79, 124-133, 142, 143, 152-159, 161-195 "Thinking is Child's Play" pages 52-63, 68, 74, 80-85, 100, 118-125, 136 "School Before Six" pages 81-86, 339-354, 369-371

RESOURCES

SAMPLE ACTIVITIES

PERFORMANCE OBJECTIVE

Spread the nine cards out on the table again.
 "Show me a card that is not blue and not a square."
 Repeat with other combinations, both described negatively.
 Switch to one positive and one negative description, such as:
 "Can you find a square that is not red?"
 "Put all the blue cards that are not triangles in the box."

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
The child can form sets of objects according to one or more properties, (size, shape, number). 86 SAMPLE PERFORMANCE INDICATORS The child will: -create sets up to 5. -create sets up to 10.	<u>Materials:</u> nuts and bolts Procedure: group nuts and bolts into sets. -classify nuts and bolts into separate sets. -reproduce patterns with nuts and bolts. -seriate nuts and bolts by size, then match the bolt series with the nut series for one-to-one correspondence. -seriate sets of nuts and bolts by number and match the sets with corresponding numerals. <u>Materials:</u> flannelboard and flannel shapes Procedure: with flannelboard, provide six different flannel shapes with a varying number of each, and flannel numeral cutouts with number dots on the back (to check on reversals and make them self-correcting). The child sorts all pieces into sets, counts the members in each set and applies the appropriate numeral.	"School Before Six" page 267

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES		RESOURCES
The child can use simple measures. SAMPLE PERFORMANCE INDICATORS Teacher observation. The child will: -demonstrate appropriately the ability to use a measuring cup. -demonstrate appropriately the ability to use play money.	MATERIALS Foot patterns cut from heavy paper or cardboard. Water play table or variation (baby tub) large dish pan, child's swimming pool) Rugs for use under the table. Waterproof aprons (garbage bags) Various containers or props for that days purpose. Several pitchers and cups for water Articles for play grocery store.	METHOD Reproduce additional foot patterns. Observe how many foot patterns long an object is. Seriate objects by length according to number of patterns. Use arbitrary units for measuring, (pencils, crayons, paper clips, toys). Have the children pour pitchers of water. (See <u>School Before Six</u>, pages 130-131) Observe levels in different pitchers Seriate levels of water in different pitchers. Provide new types of activity for the child. These might be: concept of sink or float, soap to make suds, straws to blow through, color concepts, measurements, funnels and their purpose, dipping and pouring. Set up a play grocery store. (See <u>School Before Six</u>, pages 182-184) <u>Classify</u> coins or merchandise. Seriate coins by size. Seriate boxes by height. All cooking activities offer measuring opportunities.	"Child" pages 36, 92, 98 "Learning Through Play" pages 78, 79, 110 "School Before Six" pages 114, 115, 121- 123 126-135, 139-145, 182-188, 255, 261, 264, 278 "A Program of Living Experiences for Young Children" pages 112-115, 154, 155, 158 "Thinking is Child's Play" pages 66, 67, 76, 77, 86-89, 102-105, 113, 114 133 "Workjobs" pages 214-237

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
The child can count objects and order them numerically. ∞ ∞ SAMPLE PERFORMANCE INDICATORS The child will: -count and order numerically five objects. -count and order numerically ten objects.	Count real things such as stones, cookies, spoons, toothpicks, chairs. -classify the sets to be counted. -seriate by size, shape, or color. -seriate by cardinal or ordinal numbers. Many opportunities arise for introducing number concepts. For example: a child eats one, <u>two</u>, or <u>three</u> crackers; he would like one more color in his picture; in <u>five</u> minutes it will be time to go home. Incidentally during classroom activities, children may count: -the number of buttons on child's sweater -the number of girls -the number of boys Number Cards Make a set of ten number cards. (Using the same design or picture, place one on one card, two on one card, three on one card, etc.) Place one set of cards on a table or on the floor. Put them in order. Next place them out of order. Ask, "Can you put them in order?"	"Learning Through Play" pages 104, 105, 115-117 "A Program of Living Experiences for Young Children" pages 156-157 "Thinking is Child's Play" pages 64, 65, 102-105, 113, 114, 126-129, 134, 135

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
The child can use one-to-one correspondence to compare objects of two sets. 89 SAMPLE PERFORMANCE INDICATORS The child will: -use one-to-one correspondence to compare two equal sets of up to 5 objects each. -use one-to-one correspondence to compare equal and unequal sets of up to ten objects.	<u>Materials:</u> 7 cups and 8 to 10 saucers Use 5 cups and 5 saucers. "Are there enough saucers in this stack so there will be one for each cup?" Suggest that he put a saucer under each cup if he doesn't do this spontaneously. Do not rely on counting. The fact that he may count five cups and five saucers does not guarantee that he understands they are the same. Add extra cups and saucers. "Are there the same number of cups and saucers?" Line up the saucers in a row, but take the cups out and bunch them together. "Do you think there are more cups, more saucers, or the same number?" If he says there are more of one, suggest that he check by putting a cup in each saucer again. Repeat the last question but this time have the cups in a row and the saucers stacked up.	"Learning Through Play" pages 104, 105 and 115-117 "A Program of Living Experiences for Young Children" page 156 "Thinking is Child's Play" pages 64, 65, 102-105, 113 114, 126-129, 134 and 135

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
The child can identify shapes. SAMPLE PERFORMANCE INDICATORS The child will: -name shapes-triangle, circle, square, rectangle. -recognize that everything has a shape.	Come and Get Race The players stand side by side behind a starting line. A set of objects for each runner is placed at the other end of the gym. Shapes of different sizes may be used. The teacher names the form to be retrieved, and the movement to be used to get to the form. Example: "Largest circle--run!" The player retrieving the object and returning it to the starting line first wins. Using a variety of 3-D objects found in the room, the teacher traces around these objects on colored construction paper. Mount the silhouettes on pieces of tag board. Put the 3-D objects and the silhouettes on the table and see if the children can match the shapes to the silhouettes of each. Variety of 3-D objects: small doll, pieces of doll furniture, spoon, sunglasses, etc. Search for Shapes They are all around. Point them out to the child and soon he'll point them out to you. Circles: wheels, balloons, bubbles, plates, clocks, yo-yo's, coins, street lights. Rectangles: doors, windows, barns, mailboxes, cereal boxes, pictures, tables. Squares: windows, chairs, books, toys, paper napkins Triangles: tents, saw horses, Christmas trees, sailboat sails, roof-tops, crackers Mobiles Assist the children in making mobiles of several shapes of construction paper or other materials to be moved by air. Use small twigs or branches and hang them by string or thread.	" Learning Through Play" pages 18-19 "School Before Six" page 157 "Sensorimotor Training Activities" pages 127-134 "Child" Page 25 "A Program of Living Experiences for Young Children" page 128

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
The child can demonstrate observation and curiosity in relation to his surroundings. SAMPLE PERFORMANCE INDICATORS Teacher observation of specific activity.	Curiosity can be stimulated if the teacher uses questions that have several possible answers. She may need to help children realize that more possibilities exist after one child has offered his solution. Materials should be open-ended with a wide variety of uses and activities inherent in them. The teacher can expand the use of curiosity by including a wide variety of additional materials with the basic material in a particular center. At the Water Play Table: Water, soap, bottles, syringes, food colors, tubes, hoses, funnel, slotted spoon, measuring spoons, baggies, sponges of various sizes, cloth, aluminum foil, wax paper, balloons, buckets and pans, ice cube trays, wood, metal, plastic boats, measuring cups of various sizes, etc. A game to stimulate curiosity: Pass around a common item such as a man's tie, a candle, a fork, etc. Ask the children to think of ways to use the item. Use "What would happen if . . . ?" to start off discussions. "What would happen if birds lived in the water? What would happen if dogs and cats could talk? What would happen if everyone had to walk backwards all the time?" In response to a child's questions about how something functions, the teacher can respond by saying "Let's find out", "What do you think?", or in some other way that <u>does not</u> give the child a one right answer. Have the children help to set up an aquarium in the classroom, and help keep it clean as well. Take a walk around outside of the center, and guide children in observation of trees with questions such as the following:	"School Before Six" pages 81-86, 119-120, 132-135, 149-151, 164-166, 189-198, 209-215, 272-293, 339-354, 369-371, 388, 399, 412 "Child pages 9, 22-65, 68, 93-94 "Learning Through Play" pages 9-26, 36, 47, 69-82, 127-158, 168, 178, 179, 190, 200, 201 "A Program of Living Experiences for Young Children" pages 46-49, 78-81, 114-117, 124-141, 152-201 "Thinking is Child's Play" pages 64-67, 76-79, 86-97, 106-110, 128-133 "Daily Sensorimotor Activities" pages 1-16

PERFORMANCE OBJECTIVE	SAMPLE ACTIVITIES	RESOURCES
	"What colors do you see in the tree?" "Where is the green (brown) part?" "Can you name the parts of the tree?" "Which part cannot be seen?" "Which part holds the tree up?" Take the children outside at different times of the year to look at the same tree. Have them look for changes in its appearance. Ask the children: "How does this tree look in winter?" "How does it look in spring?" "How is it different in summer?" Collect leaves for display in the classroom at different seasons and compare.	

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a b c d e f g h i j k
l m n o p q r s t u v
w x y z 1 2 3 4 5 6 7 8 9 10

UPPER CASE LETTERS

A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z

FINGER PLAYS

WHERE IS THUMBKIN?

Where is Thumbkin? Where is Thumbkin?
Here I am, here I am!
How are you this morning?
Very well, I thank you. Go away, go away.
Where is Pointer?...Where is Ringman?...
Where is Tallman?...Where is Pinkie?...

Tune - ROW, ROW, ROW YOUR BOAT

Clap, clap, clap your hands, shake them in the breeze
Stamp, stamp, stamp your feet, sit down if you please.
Run your hands... Wiggle your hands...
Walk your hands... Shake your hands...
Rest them in your lap

HANDS

Hands on shoulders, hands on knees,
Hands behind you, if you please.
Touch your shoulders, now your nose.
Now your hair and now your toes;
Hands up high in the air,
Down at your sides; now touch your hair.
Hands up high as before,
Now clap your hands, one, two, three, four.

SOMETIMES

Sometimes I'm very, very tall,
Sometimes I'm very, very small,
Sometimes tall, sometimes small.
But now I'm just myself.

DO YOU KNOW (tune: Muffin Man)

Do you know what I know, I know, I know?
Do you know what I know that's going to happen next?
Variation: What did you see on the way to school...
that you would like to share?
Mary saw a school bus..on the way to school.

HUSH, HUSH

Hush, hush, everybody please, not a speck of noise.
Tiptoe very quietly, we're through with playing toys.
Hush, hush everybody please, not a single peep
Let's drop our heads, close our eyes, and pretend
we're fast asleep.

BOUNCING

I'm bouncing, bouncing everywhere.
I bounce and bounce into the air.
I'm bouncing, bouncing like a ball.
I bounce and bounce, then down I fall.

Tune - LOOEY-LOO

I put my arms up high, I put my arms down low,
I make my arms quite stiff, and then I let them go.
First I swing like this, then I swing like that.
I make my arms quite round, and then I make them flat.
I put my little foot in, I put my little foot out
I give my foot a shake, shake, shake, and turn myself
about.

Chorus:

Here we go looby loo, here we go looby light,
Here we go looby loo, all on a Saturday night.

Variations: I put my little hand in...
I put my little head in...
I put my whole self in...

WIGGLE SONG

I wiggle my thumbs like this, I wiggle my thumbs like
this.
Hello, hello, and how do you do.
I wiggle my thumbs like this.
Variations: feet, legs, head, shoulders, backs, wrists
knees, eyelids, etc.

FINGER PLAYS

WE'LL ALL STAND UP TOGETHER

We'll all stand up together
 We'll put our hands up high.
 We'll give our hands a shake, shake, shake,
 And try to reach the sky.
 We'll all sit down together.
 We'll fold our hands - so nice.
 We'll make our eyes look straight ahead,
 And be as quiet as mice.

PUT YOUR FINGER IN THE AIR

Put your finger in the air, in the air.
 Put your finger in the air, in the air.
 Tell me, how's the air up there?
 Put your finger in the air, in the air.
 Variations: Finger on your cheek
 Leave it there about a week.
 Finger on your chest
 Give it just a little rest.
 Finger on your belly
 Make it shake like apple jelly!
 Finger on your nose
 Is that where the cold wind blows?

CLAP YOUR HANDS.

Clap your hands, clap your hands, clap your hands, till the music stops.
 Shake your hands, shake your hands, shake your hands, till the music stops.
 Roll your hands, roll your hands, roll your hands, till the music stops.
 Swing your arms, swing your arms, swing your arms, till the music stops.

RAG DOLL

Let's play rag doll; don't make a sound,
 Fling your arms and head loosely all around.
 Fling your hands, fling your feet,
 Let your hands go free.
 Be the raggiest rag doll you ever did see!

I'LL TOUCH MY HAIR

I'll touch my hair, my lips, my eyes,
 I'll sit up straight and then I'll rise;
 I'll touch my eyes, my nose, my chin,
 Then quietly sit down again.
 I'll touch my head, my heels, my hair,
 I'll touch my chin, my cheek my chair,
 I'll touch my neck, my knees, my nose.
 Then I'll dip down and touch my toes.

TEN LITTLE FINGERS

I have ten little fingers, and they all belong to me.
 I can make them do things..would you like to see?
 I can shut them up tight..or open them wide.
 I can put them together,.or make them all hide.
 I can make them jump high; I can make them jump low.
 I can fold them quietly, and hold them just so.

FINGER PLAYS

MULBERRY BUSH

Here we go around the mulberry bush,
The mulberry bush, the mulberry bush.
Here we go around the mulberry bush,
So early in the morning.

This is the way we scrub our clothes....Monday morning
This is the way we iron our clothes....Tuesday morning
This is the way we mend our clothes....Wednesday morning
This is the way we sweep our floor....Thursday morning
This is the way we scrub the floor....Friday morning
This is the way we bake our bread.....Saturday morning
This is the way we go to church.....Sunday morning

Tune - MULBERRY BUSH

This is the way we chop the wood, chop the wood,
chop the wood.
This is the way we chop the wood, to build a little
house.

This is the way we dig a hole....
This is the way we saw the boards....
This is the way we hammer nails....
This is the way we clap our hands, clap our hands,
the little house is done.

Tune - MULBERRY BUSH

This is the way we grow up tall, grow up tall,
grow up tall.
This is the way we grow up tall, stretching
to the sky.

IT'S FUN

If your fingers wiggle, (wiggle fingers)
Cross them one by one, (clasp hands together,
folding fingers)
Until they hug each other; (hands clasped)
It really is quite fun!

STRETCHING EXERCISE

We stretch up to the ceiling, (hands upward)
And reach out to the wall, (arms reach out from sides)
We bend to touch our knees and toes (bend down,
touching toes)
Then stand up straight and tall (stand straight, arms
to sides)
We'll all sit down together and fold our hands so nice.
We'll make our eyes look straight ahead and be quiet
as mice.
We'll all stand up together and put our hands up high.
We'll give our hands a shake, shake, shake, and try
to reach the sky.

ALL READY FOR SCHOOL

This is the circle that is my head.
This is my mouth with which words are said.
These are my eyes with which I see,
This is my nose that's a part of me.
This is my hair that grows on my head.
This is my hat all pretty and red.
This is the feather so bright and gay,
Now I'm all ready for school today.

FINGER PLAYS

BODY IMAGE

I have ten little fingers and they all belong to me.
I can make them do things; would you like to see?
I can make them jump high; I can make them jump low.
I can fold them up quietly and keep them just so.

HEADS AND SHOULDERS

Heads, shoulders, knees and toes,
Heads, shoulders, knees and toes,
Heads, shoulders, knees and toes,
We all turn around together.
Heads, shoulders.....we all jump up together.
Heads, shoulders.....we all sit down together.

WIGGLES

I wiggle my fingers, I wiggle my toes, I wiggle my shoulder, I wiggle my nose.
(wiggle appropriate part)
Now no more wiggles (shake hand) are left in me (point to self).
So I will be still as still as can be (fold hands in lap).

OPEN, SHUT THEM

Open, shut them, open, shut them,
Give a little clap.
Open, shut them, open, shut them
Lay them in your lap.
Creep them, creep them,
Creep them, creep them,
Right up to your chin.
Open wide your little mouth
But do not let them in!

TOUCH YOUR NOSE

Touch your nose...touch your chin.
That's the way this game begins.
Touch your eyes, touch your knees
Now pretend you're going to sneeze.
Touch your hair...touch one ear.
Touch two lips right here.
Touch your elbows where they bend,
That's the way this touch game ends.

ROLL YOUR HANDS OVER

Roll your hands over and over, higher and higher we go.
Over and over and over we go; roll your hands over and over.
Roll your hands over and over, faster and faster we go.
Faster and faster and faster we go; roll your hands over and over.
Roll your hands over and over, slower and slower we go.
Slower and slower and slower we go; roll your hands over and over.

TAXONOMY OF EDUCATIONAL OBJECTIVES

The Classification of Educational Goals, Handbook I: Cognitive Domain

- I. Knowledge: Recalling facts, details (memory and listening skills);
Most "what" questions fall into this category
- II. Comprehension: (This is not the same as in reading)
 - A. translation
 - B. extrapolation (estimating trends, inference with a degree of probability)
 - C. most "why" questions fall into this category
- III. Application: To a new situation
Transferring the material in the story or lesson to a new situation
Giving examples is an application skill.
- IV. Analysis: The breakdown of communication into its parts
Finding the critical attribute
What lesson is learned from a story or experience?
 - A. to classify
 - B. to categorize - sorting
 - C. to find likenesses or differences
- V. Synthesis: Highly creative realm
To reassemble the parts into a new whole
No right or wrong way
Deals with feelings and experiences
Creating a new ending, making up a story to go with pictures, making up a new title, etc.
- VI. Evaluation: In order to evaluate, learners must use all of the previous skills
This involves making a judgement
"Was Goldilocks a naughty little girl who didn't know right from wrong, or was she a nice little girl who made a few mistakes?"

EXAMPLES:

- Knowledge: "What were the names of the two men in the story?"
- Comprehension: "Why did they walk for so long without stopping?"
- Application: "If they were walking in the snow, how might their journey have been different?"
- Analysis: "What clothes did they have on that were the same?"
- Synthesis: "If the men were traveling in the mountains, what should the title be, instead of Lost in the Desert?"
- Evaluation: "Do you think these men were smart or stupid to go out as they did?"